

Welfare services are saddled with 'victims of the schools'

by Sarina Turner

Angry social workers meeting at Keele University last week claimed that society was off-loading its responsibility for social problems on to them. Their complaints coincided with reports of a 15-year-old girl who had become a prostitute while in the care of Bedfordshire social services.

Delegates to the spring conference of the family and child care section of the British Association of Social Workers said education was one of the main areas which had failed to accept its social duties. Welfare services had to take over the victims of the schools, the children whom the educational service had been unable to help.

Mr Richard Wolfe, principal assistant in Mid-Glamorgan, said social workers could spend time and effort encouraging a child to return to school only to find the headmaster then suspended him for truancy.

"We should not shove children into community homes because the education system is not providing children with what they want and need."

Mr John Barter, the assistant director of MIND, the campaign for mental health, said the cycle of children wandering the streets and then coming into care and residen-

tial homes would continue as long as "schools continued to reject children and did not take responsibility for their educational failures".

Mr Chris Andrews, the general secretary, said the association had had informal discussions on the lack of school support with the Opposition spokesmen for social services. They were also submitting evidence in preparation for parliamentary questions.

Last month the BASW set up a special interest group, which will include teaching organizations, to investigate social work in educational settings.

On the Bedfordshire case, the conference unanimously passed an emergency motion, calling on the association to find out the facts and take action if appropriate. Such an inquiry should consider that in carrying out their responsibilities to children, social workers were governed by the policies and practices of their employers and the priority which the public is prepared to accord to the child care service.

Children had to be protected both by setting limits on their behaviour and by preventing exploitation. In helping children grow through adolescence, a proper balance has to be maintained between constraint by adults and freedom to young persons to make decisions for themselves, which is

difficult enough in the case of children in their own homes but more so for children in care.

In a later debate there was general agreement on the negative effects of residential care. The money which was currently invested in it should be diverted to provide more intermediate care.

Social workers on the panels to be set up under the new Children's Act should be independent of the courts or local authorities. A plea was made for investigation of the inadequate training of lawyers in child care work.

The association also decided to redefine their policy on corporal punishment particularly with regard to residential homes. Mr Barter said that if caning was not allowed, it could not be abused.

On lowering the age of consent, the conference was divided. Mr Keith Galley, from Southwark, said some girls with stable relationships with men were forced into hiding by the law, which had been made when girls matured later.

In a research paper Mrs Jane Aldgate, a lecturer in applied social studies at Oxford University, said rehabilitation of children in care depended on frequent visits by the parents and careful psychological preparation before the children were received into care. Parents also had to be helped to overcome the pain and trauma of separation. She had found that emotional withdrawal of the parent almost always masked a wish for continuing involvement with the child.



Members of the Kingsway Youth Centre making a canoe which will be launched tomorrow, the last day of the festival.

Doing their own thing

Avon's first youth festival, which ends tomorrow, has brought together more than 4,000 Scouts, Guides, schoolchildren and young people from all over the county.

Youth clubs and schools have organized exhibitions on canoeing and karate, scrap art and sailing, as well as traditional arts and crafts, or taken some of their productions out to the public.

King Edmund's School, Yatton, chose an old people's club as the setting for a concert. A club in east Bristol will lead a procession around the streets, with displays of trampolining, folk dancing and camping.

All events are being staged at the participants' expense. The only cash provided by the county council was £200 for posters and programmes produced by Bath sixth-formers.

Miss Betty Sellar, youth officer for arts and the festival's organizer, emphasized the non-competitive

tone of the festival. There are no prizes, she said, and no participation.

"We wanted groups to do their own thing, to do what they like, to do what they are encouraged to do, and to do it well."

The results have been impressive. A Bristol club built a 36-foot, half-ton canoe in five weeks and a 36-foot, half-ton canoe was launched tomorrow by its makers.

The festival has stimulated original drama, including a play produced by Chipping Sodbury school on the life of Rudyard Kipling, a play by Mrs Rochester, a play by a school-based West Indian drama group who won the Observer Youth Drama competition with their production, *How do you get to the Sunflower?*

40,000 graduates face Christmas on dole

One out of every seven students who leave college this summer will still be out of work six months later, it was forecast this week. Mr Charles Clarke, president of the National Union of Students, told delegates at the union's April conference at Llandudno that one of the central difficulties facing the student movement was unemployment.

"Of the 250,000 to 300,000 current students coming out of colleges this summer, we can be sure that about 40,000 have no chance of getting

jobs before Christmas, and a substantial part of those will stay on the dole queues for far longer. "Some of them will have trained in particular vocations, such as teaching, and find that the doors are shut for them. Others will have set their hearts on a particular kind of career, perhaps in academic life, the public service or in industry, only to find that prospects no longer exist."

"For those students who will still be in college next year, the outlook is also bleak. Very large numbers

of those will be looking to holiday jobs in order to supplement their paltry grant. If they get one. For large numbers, a holiday job is vital if they are to survive in the rest of the year. Social security assistance is not enough, even if they can get it. But the temporary jobs will simply not be there."

Those still at school were worst off. Opportunities for further and higher education were decreasing and large numbers would end up unemployed.

"For the 16 or 18-year-old leav-

ing school, the fact that this crisis is 'just temporary' as the Government claim, does not help them. Their whole job and career opportunities have been blighted."

Mr Clarke attacked the Labour Government's record in office. They were eight years of "disillusion and despair". "Cynicism has become the political watchword, as the Labour Government has become the government of the establishment."

Last Wednesday the NUS met Mr Fred Mulley, the Education Secretary, to discuss the Government's changes in social security.

Mr Clarke said they had been confronted with the "most aggressive form of attack for the dreadful crime of being students, who dared to exist and who dared to say that the Government's policies are wrong. There was no attempt to look at the rights and wrongs, but only the delicate touch of the political blunderbuss."

Students must break down the cynicism that existed among their ranks, and overcome the rejection of political life that many of them felt.

These would be based on a test case in Liverpool last month when a tribunal accepted in principle that payment could be made to a student whose parents did not pay their full contribution towards the grant.

In theory a grant contains £3.18 a week towards vacation expenses. Students can now claim £5.52 to bring them up to the supplementary benefit level of £9.70 plus their rent. The Government intend to increase the "national" element of the vacation allowance to £9.70 for Easter and Christmas, thus providing students from receiving any payment, apart from rent, if they stay in digs.

Students who do not receive a full grant because parents refuse to pay their share, were not treated differently. But the test case, argued by a law student at Liverpool University, has now established that a tribunal would look favourably on an appeal where it could be proved that the student was not getting a full grant.

Mr Ashby said that 138,000 students claimed benefit last Christmas out of the 500,000 who were eligible.



Charles Clarke, returned to office, and audience.

Tories help left to stay on top

The Broad Left group of Communists, Labour Party supporters and non-aligned socialists increased their power in the elections for the executive. The group took the top four posts of president, deputy, secretary and treasurer, four vice-presidents and four executive committee members.

The International Socialists won two seats on the executive and the Federation of Conservative Students gained one. Last year there were 14 Broad Left executives, one International Socialist, one Independent Marxist and one Independent Socialist.

Mr Charles Clarke was re-elected as president of the NUS for a final year with the support of Conservative students. It was a closely fought election which provided thrills up to the last minute.

Six candidates stood on the spec-

trum of political platforms which ranged from Conservative to Trotskyite, with a Liberal, a Marxist and an Independent Socialist in between.

Mr Clarke, the Broad Left candidate, polled 279 votes in the first ballot. Mr Hugh Lanning of the Independent Socialist polled 189. Mr Stephen Eastbury dropped out of the race and his 40 votes were redistributed to Mr Clarke (now 291), Mr Lanning (200) and to the Independent Socialist, Mr Dick Munghin (101).

On the third count the Liberal dropped out and his 56 votes were divided between Mr Clarke (298), Mr Lanning (216) and Mr Munghin (111). Twenty Liberal votes went to the Tory, Mr Mark Hapgood, who, after staying at 99 now went up to 119.

On the fourth count the 18 votes were split between Mr Clarke who now shot up to 317, Mr Lanning 291 and surprisingly Mr Hapgood

127. Mr Lanning was now only 26 votes behind Mr Clarke and all depended on which way the Tory supporters would go. They had 127 votes to be redistributed: 86 went to Mr Clarke, giving him 403, and 31 to Mr Lanning, making him second with 322.

After the election Mr Clarke said the figures represented a total defeat for the supporters of the supposed Tory revival. He was surprised that Mr Hapgood had not come second and had such a low vote. Conservatives were now in the lead.

Mr Hapgood said he would stand again next year and would come "a closer third". Conservatives held the balance of power and would capitalize on this in the next two or three years.

The Broad Left maintained their hold on the top posts of the union's executive by also winning elections for deputy president, treasurer and secretary.

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HE misusing manpower

Present economic difficulties and the availability of more serious ones to come made it imperative that teaching methods in higher education were as efficient as possible. Mr Gerry Fowler, the Higher Education minister, said this week.

Mr Fowler was speaking at a conference on the efficiency of teaching methods in higher education, organized by the Teaching Methods Unit of the Institute of Education, London University.

Cost effectiveness of teaching methods was often hampered by the misuse of highly qualified and expensive manpower and by setting up undersubscribed courses.

More collaboration on resources, whether human or material, was needed between institutions. Academic staff must also accept materials produced through collaboration, such as those from the Open University. There would also be an advantage in setting up bilateral arrangements between the Open University and other institutions to enable staff to exchange ideas about course design and production.

Another important economy could be achieved by producing compatible material for module degree courses and credit system courses. This would mean better use of resources as it would enable part-time students to transfer from one institution to another, thus reducing the drop-out rate.

On the other hand it is pos-

sible to envisage transfer between institutions of even full-time students, although they may not be many, in order to open up particular specialisms, teaching in a particular subject which can be offered economically in no more than a few centres.

Educational technology in the form of the Department of Education and Science's sponsored computer programme, as well as other developments such as programmed learning, might help to reduce costs. However these materials should be examined and evaluated before they were made generally available.

A second approach might be in educational management. Here it was clear from research that substantial economies could be made without losing efficiency in higher education, namely in staff costs or better use of space.

"The biggest problem about the application of these research findings is that they are largely unknown to those who should be acting upon them."

Mr Fowler added that more use of existing bodies which provide management training for teaching and administrative personnel, such as further education staff colleges, should be made, as well as developing more courses for university administrators and staff on management and teaching methods. *Times Higher Education Supplement.*

Disabled hit back at Mrs Warnock

Three associations concerned with blind and handicapped people hit back this week at the suggestions made by Mrs Mary Warnock, chairman of the government inquiry into special education, at the Headmasters' Association conference. As reported last week, Mrs Warnock said that she thought special schools for the handicapped and maladjusted should remain separate from normal schools.

In a statement issued on Tuesday, the National Federation of the Blind, the Association of Blind and Partially Sighted Teachers and Students and the Association of Disabled Professionals said they deplored Mrs Warnock's "reactionary and obscurantist statements".

Most informed opinion believed integration should be the aim of those responsible for the education

of the handicapped and this had been official policy for many years.

The statement continued: "The principal question at issue today is how to make this aim a reality. There is room for difference of opinion as to the pace and extent of change, but there would, we believe, be widespread agreement today that there should now be a major shift towards the education of handicapped children in ordinary schools. Certainly we wish to place it unambiguously on record that this is the widespread aspiration of handicapped people themselves."

Integrationists did not want as Mrs Warnock suggested "an enormous campus, with handicapped children in their own school alongside normal schools". Their aim was the fullest possible integration of handicapped children into ordinary schools, with proper provision of the necessary special support in the

ordinary class from units established for the purpose or in special classes in the ordinary school.

She must know that these kinds of arrangement have already been widely adopted in the United States, Scandinavia, and elsewhere without disastrous consequences. It was particularly unfortunate that she should have seen fit to raise her standard against enlightened thinking about the education of the handicapped at a conference of headmasters, whose association, only 18 months ago, said they would do what they could to integrate handicapped children into the community by making available the resources of their members' schools.

Mrs Warnock appeared to count it a merit in special schools that they did not talk about "developing the full potential of each child a worthwhile experience". Her opposition would give handicapped people no confidence that she was a fit person to lead an inquiry into the education of handicapped people.

PERSONAL COLUMN

John Rae Still more for the haves

favours the haves rather than the have-nots. Free-wheeling primary schools are fine for children whose homes are literate and teach firm hierarchies of choice; declining education in public exams will not worry the well-connected whose parents know how to work the system. "Unto everyone that hath shall be given... but from him that hath not shall be taken away even that which he hath."

How can it be that so many reforms that were thought to be enlightened seem destined to exacerbate inequality? The answer lies not in endless argument about how the reforms have worked out, but in identifying the motive behind them. And the clue to the motive is in the language.

There is a distinctive rhetoric of

modern educational reform. Take the case for a mixed ability comprehensive structure where the advantage is said to be "the development of a collaborative sharing and experience of talent"; or the case against competition where the aim is defined as being "to replace the ethic of competition and acquisition by one of cooperation and community".

Now that language is familiar. It has been heard before in different contexts, for example in the pacifist movement in Britain in the 1930s. "War resistance is not an end in itself, it is a way of life to end a world where all can live in peace and harmony for the common good." Or as George Lansbury put it, "Hurrah for Peace and Goodwill! Hurrah for cooperation and community! Hurrah for the collaborative sharing of talent!"

What the pacifism of the thirties and much educational thinking of the sixties and seventies have in common is that both spring not from reason, certainly not from politics, but from that form of conscience that Ouspensky called "an emotional feeling of right on a given subject". Just as the pacifist felt wrong, so the educational reformer feels with equal sincerity that selection, streaming and competition are wrong. They must be wrong because they cause disappointment and unhappiness. If you take a stand against them the

world will be a better place. Competition between nations will be abolished, and human qualities will remain. It is a way of life at once utopian and realistic. Which of us has not been tempted by it? But it is not a basis for political and social action.

We have based too many educational changes on the unexamined emotion of emotion, and afterwards have tried to prop them up with reasoned arguments and rationalizations. The dangers of this approach are not as quickly as the danger of trying to run an international organization on the basis of brotherly love. In 1937, it was the Labour Party saw clearly that working class people most to lose from a pacifist policy and it was Ernest Bevin, not Lansbury who had been his conscience, who said: "I believe it will result in Labour Party who will result in working-class children have lost from educational world."

What to do with the conscientious and who will tell the conscientious what to do with the conscientious have hawked around the educational scene for so long. The Conservative Party to bring back realism to this country but many Labour MPs who are much more awake to the educational scene than their record would suggest.

Value of an Oxbridge degree is minus £38

Old boys and girls from Independent schools earned £623 more than those from grammar schools, but when their other advantages and subsequent occupations were allowed for, this was reduced to £85. Attending a direct grant school seemed to benefit pupils by about £100 more than the average, regardless of other circumstances.

Oxford and Cambridge graduates earned £365 more than others, but when all their advantages were considered, the net effect of an Oxbridge degree was a salary £38 less than the average. A London University degree, on the other hand, netted an extra £165.

Factors related to home background and social scientists reflect this effect. Those whose father's education continued until 19 or 20, for instance, earned £149 more than the average. Even when all other factors of class, sex, school, university, age, sex, school, mathematics had a small positive benefit.

The gap between men and women's earnings was at least £1,000 though this was reduced to about £230 by personal factors such as class of degree and background.

The subject studied had only a small effect. Business studies brought an extra £153 net and economists got £191 more; however, social scientists were independent of the effect. On average, for example, got £609 a year more than those who took into account the subject to come from better schools and went to highly paid occupations.

Tuckshops are where the rot sets in

The sweets, biscuits, cakes, milkshakes and squashes bought in school tuckshops have helped to make Britain a sweet-toothed nation, over a third of whose inhabitants' teeth have all fallen out by the time they are 16. If they manage to escape that fate, their huge consumption of sugar means that they will almost certainly be killed off by obesity, diabetes or a heart attack.

A warning that this rot has got to stop was delivered by Mr Ken Russell, a senior lecturer at Leicester College of Education, in his inaugural address this week to the Health Visitors' Association annual speakers' course at King Alfred's College, Winchester.

Schools should ban harmful products from their tuckshops: "If present trends continue, four children out of every 10 in school now will eventually lose all their teeth."

If fluoride was added to the water, Mr Russell suggested, Britain would save two million working days and the £10m a year.

Mr Russell added to his catalogue of disaster statistics about death from smoking and mental health. He predicted that if trends continued, one out of every six girls and one out of every nine boys at school today would need psychiatric help during their lives.

Employers and universities, the two chief users of public exams, have declared their strong opposition to proposals for a common examining system at 16-plus. Their arguments are being backed by the Associated Examining Board, who claim the cost of the scheme would "run into millions of pounds".

But this week the National Union of Teachers announced their support for the new proposals.

Employers fear low standards ... and universities have reservations too

The Confederation of British Industry say that none of the major employing industries have supported the proposals.

They report "further evidence of the growing concern among employers about the performance of many school leavers in the fundamental skills of numeracy and literacy". One of their main fears is that a common examining system would bring about a deterioration in educational standards.

"Concern was expressed about the maintenance of educational standards under a system which would inevitably be concerned with seeking to reconcile extreme and often conflicting requirements in terms of ability and aptitude, and with shifting the emphasis and influence in examinations, not to say their control, from impartial external bodies to the schools and the teachers."

The CBI's education and training committee say that great care was

taken to consult as many members as possible. They went to employers' organizations, trade associations, individual companies and regional councils.

The response was "considerable" but in nearly every case great concern was expressed about:

- Maintenance, comparability and control of educational standards.
- Preservation of academic rigour and credibility.
- The practicability of providing within one system for the wide range of ability and attainment now covered by the GCE and CSE examinations without compromising the interests of the most and least able pupils.
- The implications of greater teacher involvement in the examination system in terms of experience, aptitude, training requirements, school time and cost.
- The emphasis in the feasibility studies on a common examination rather than a common examining system.

Many employers acknowledged the educational advantages of a common examination system "although these tended to be more for the benefit of teachers than for pupils".

In general, however, their comments could only be seen as a vote of no confidence in the idea of a common system as it stands at present. Some were against the whole principle of a common system, but most of them were prepared "to give it the benefit of the doubt" in the extent of asking for more time and more information before giving a final opinion.

The CBI say that further studies of a common system as opposed to a common examination are particularly necessary, and they insist that no crucial decisions should be taken until these have been carried out. To endorse a common system before more research would be "to pre-judge the results of those further studies upon which the case for a common system must largely rest".

GCE and CSE exams to be replaced by a single system of examining by 1981.

The committee have also made a number of suggestions for altering the present administrative structure of 16-plus exams. One idea is that the GCE and CSE boards should be abolished and new regional and provincial

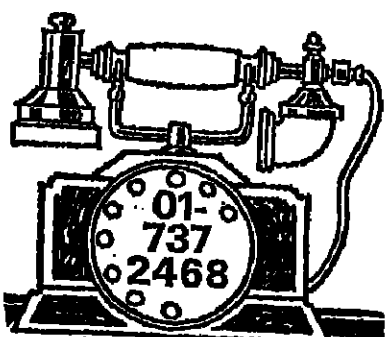
boards set up in their place. The subcommittee's proposals will be discussed by the Council governors in June, they agree to them and a recommendation will be made to the Education Secretary. But at present it is if voting will be close.

Report by Sue Cameron

Who foots the bill?

The Associated Examining Board say that even if the present proposals are accepted, the cost of developing new syllabuses would be prohibitive.

And they want to know who is going to foot a bill that is bound to "run into some millions of pounds". On the grounds of expense alone it would not be possible to go ahead with plans for a common examination system in the immediate future.



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GCE 'swallowed up by CSE'

The National Council for Educational Standards claim acceptance of the proposals would mean "the cult of mediocrity had advanced further at the expense of academic standards".

The scheme would enable the CSE to "swallow up the GCE". As proof they cite those feasibility studies which showed that children were not properly provided for.

The Society of Education Officers are in favour of a common exam system but think some of the difficulties emphasized in the feasibility studies must be ironed out before the new exams are introduced.

They add that the Schools Council's sub-committee report "does not face up" to the difficulties of freeing teachers to take part in exam work or to go on to training courses in assessment techniques. The Girls Public Day Schools Trust say the proposals will not provide for brighter pupils. They also claim that the new plans are based on insufficient research.

NUT come out in favour

The National Union of Teachers have given their full support to the proposals for a common system at 16-plus.

They say this system would mean "better use of resources, easier organization of teaching groups, better morale among pupils and the avoidance of difficult decisions on entry for CSE and GCE examinations". They add that the "educational feasibility of establishing a new examination system at 16-plus has been clearly demonstrated by the successful 50 odd feasibility and development studies undertaken by the consortium".

The NUT also want more Mode 3 examinations, designed and marked by teachers. They say there is "little evidence" to support the view that the growth of Mode 3 will lower educational standards. They point to the "great lengths" to which examination boards have gone to ensure the comparability of Mode 3 with other examinations. They will make far greater demands on many secondary teachers, say the NUT and they call for more training

courses in assessment techniques. Local authorities can be given "high priority" to provide "high quality" teaching.

The NUT have also expressed favour of the proposals for a new system of 16-plus, 17-plus and 18-plus examinations. Any new structure would have to be controlled by teachers and not by the examination boards. They say that "a significant advance made by the Schools Council from their adoption of the principle of teacher control" is the suggestion of a new grading scheme and progress.

They want the new system called the Certificate of Education: Foundation. Although they accept the idea of a new grading scheme they say it should be subdivided as proposed

The Mathematical Association say a common core of skills included in every exam and made at this level. They say, would give these exams credibility and halt the process of tests being used by employers.

NATE want one examination for this age group, English for this age group, English language and English literature. ASE say the specialisms should be made to combine things as Nuffield Science Centre.

The Association of Teachers of Domestic Science want the over "as soon as possible" interest of candidates involved in pilot schemes. plus should be allowed to continue with existing syllabuses until suitable syllabuses are produced in all areas.

Several associations want to retain their freedom of examination boards. The Association say "utmost importance" is to regional structure in place of the board and syllabus of the present structure allowed.

The English Teachers' Association say that teachers dissatisfied with the vision of their local boards wish for arbitration in the rejected Mode 3. NATE say that seven too many and the Association want them to 7, with 1, 2 and 3 equal to 7, with 1, 2 and 3 equal to 7.

OUT OF SCHOOL ON ITV

Independent Television for Schools & Colleges presents 'Out of School' which previews television series for the next school year.

Tuesday 20 April

9.30-11.00 am

Series for Infants and Juniors

Stop, Look, Listen... Environmental stimulus for language development

Over To You... English/creative stimulus

My World: Real Life... Real Life situations

Good Health... Health education

Local programmes Regional variations

Anglia Survival... Documentaries

Border Play Fair... Integrated studies

Grampian Let's Make It

HTV Hwb I Gren

Scottish Play Fair... Integrated studies

Southern Seeing and Doing... Miscellany

Thames Finding Out... General interest

Tyne Tees Seeing and Doing... Miscellany

Yorkshire Finding Out... General interest

Wednesday 21 April

9.30-11.00 am

Series for the Middle years

Schooling

A Place to Live... Natural History

History Around You... History

Look Around... Environmental science

It's Life with David Bellamy... Biology

Thursday 22 April

9.30-11.00 am

Series for Secondary schools

9.30 Romeo and Juliet

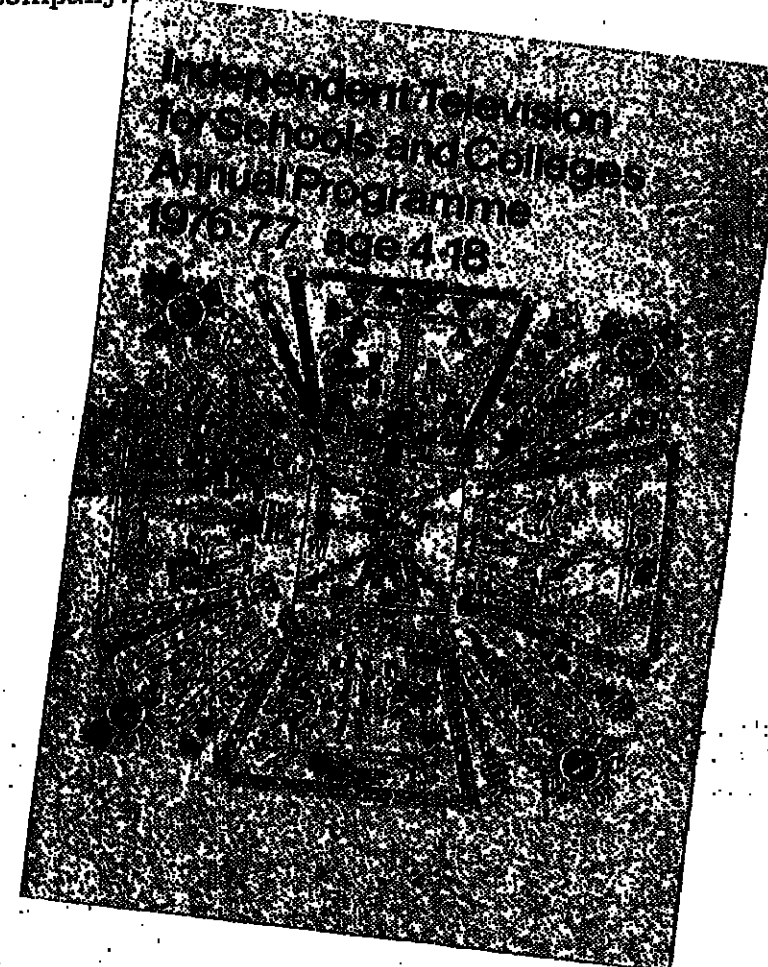
9.42 Viewpoint... Mass communication in society

10.10 Music Scene

10.31 Plan for Action... Outdoor recreation

10.42 Facts For Life... Human biology/health and education for parenthood

The Annual Programme Booklet and order form for 1976/77 are in your school now... have you seen them? If you would like further information, contact the Education Officer at your local ITV company.



Education holds its own in battle of the budgets

F. J. ARNOLD

Anti-cuts campaigners seek brotherly support from all trade unions

by Jane Feinmann

Trade unionists have called for a national and local effort to fight cuts in education spending. Nationally, they want a week of action in the autumn, while locally they are urging teacher unions to fight particular cuts in their areas. The call was made at a seminar in London at the weekend organized by the South-East Regional Council of the TUC. Delegates from teaching, student and staff unions were particularly concerned about how to convince other trade unionists that they too should fight spending cuts. They decided this could be best done by channelling their anti-cuts efforts through local trades councils.

Mr Stan Newens, Labour MP for Haverhill and one of the MPs who abstained in the Commons vote on the expenditure White Paper which brought about a Government defeat recently, told the Seminar there had been considerable trade union criticism of the rebel MPs' action. "Many people, particularly in the manual trade unions, said we were unnecessarily weakening the Government. They are defeatists and accept the cuts because they can see no alternative economic strategy."

But he said it was essential for the anti-cuts movement to mobilize the trades union movement. The education cuts would be devastating, causing a severe deterioration in standards for a whole generation and a return to the 1930s when only people who could afford an education got one. Anybody working in teaching knew that conditions in schools today, particularly in inner city areas, were already appalling.

Teachers could only just keep

their heads above water and it was sheer folly to cut teacher numbers and close colleges of education when there were more than 3,000 classes in inner London alone with more than 30 children. People had been "conned" into believing that public expenditure was far higher than the 20 per cent of the gross national product that it actually was. People generally believed it to be more like 60 per cent, which was the amount spent by other industrialized countries like Canada, the United States and Denmark.

Mr Newens said the White Paper was a triumph of pessimism. It accepted declining standards in all those spheres which had been regarded as important in the buoyantly confident 1950s and 1960s. "If we became intoxicated with hope during that period, we are now in the hang-over period," he said.

Many of the cuts would actually increase costs in the long run. Teacher redundancy was very expensive—the cost of putting a man who earns £3,000 a year out of work is £3,187 a year, which makes nonsense of the argument that unemployment helps fight inflation. Cuts in capital expenditure would eventually involve huge costs because maintenance of school buildings would be neglected.

Mr Tom Gibson, a delegate of the National Union of Teachers and the Inner London Teachers Association, said that Inner London political leaders had told him last week that the future was a pretty one indeed. Capital expenditure was virtually non-existent and spending on minor works, which often eased the life of the classroom teacher, had been considerably reduced. In 1970, Inner London teachers protested that the £300,000 minor works budget was not enough. In 1976, despite increases in prices, the budget was only £370,000.

Parliament

Hard-up universities get little sympathy from their peers

No form in the land can be as suitable for a general debate on the state of the universities as the House of Lords, writes Alan Wood. Last week a list of eminent speakers gave vent to their feelings at a time as crucial for the universities as any since the war.

The full Hansard report of the debate ought to be compulsory reading for policymakers in the DES and for all those interested in higher education. Such figures as Lord Butler of Saffron Walden, Lord Franks, Lord Wolfenden and Lord Ashby sent apologies for being unable to be present. And Lord Bullock, master of St Catherine's College, Oxford, chose the occasion

for his maiden speech. Several speakers, like Lord Boyle of Handsworth, urged universities to be realistic in the present economic circumstances and to accept that they could not be exempted from spending restraint. Other speakers gave their ideas for the future, like Lord Fulton, who launched the debate and put forward a plan for co-operation with Europe.

The government spokesmen were Lord Dawson of Kingsbridge, Under-Secretary of State for the Northern Ireland Office, and Lord Croomer, Minister of State, Privy Council Office, formerly Minister of State at the DES.

The way forward must involve radical departure. Could they be that as a beginning to new universities and the EEC might work out a degree course with an eye to the future of Europe?

Lord Sandford believed the future of the universities and all other higher education institutions lay in looking again at the pattern of the scale of higher education. How could proposals best be implemented in the different countries today? This might involve setting up a further committee.

He suggested setting up a comprehensive clearing house to cover all institutions providing higher education. Lady Seear said what was needed was to spread higher education opportunities throughout the country, rather than assume that higher education must take place immediately or very shortly after school.

Lord Bullock, in his maiden speech, said research was an essential function of universities. It was an unfortunate attitude, he said, that the neglect of the teaching and that under pressure of the need for research, the teaching of the nation could not be neglected. It was essential for the Government to ensure that, even when funds were short, activities of permanent value to society were not lost without support. Universities were centres of knowledge and research as well as teaching institutions.

Lord Robbins said that the universities would do well not to be excessively nostalgic in present circumstances. The community as a whole was involved in a crisis, and common crisis. They would be best for themselves and in the end of a not very sympathetic way by doing their best to put open houses in order and despite straitened circumstances, to maintain their standards.

Viscount Eccles called for a new Education Act. The organization of schools and higher education had to be re-planned as a whole. If the universities were unwilling to do this, they were 20 years ago to take leading part in re-planning, almost certain consequences would be a further decline in the standards of teaching.

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Above all, now that there was a new Permanent Secretary at the DES, there should be a reappraisal of what higher education was for. Lord Bullock said he should read their teachers' recommendations and a level examination, instead of being reinforced with much lower standard CSE. That would mean a further lowering of standards and make university education either more ineffective or longer.

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Psychological Society conference

reports by Tim Robinson and Nicola Madge

'Aggressive' under-fives

Most difficult children in schools are the "harassers". They are aggressive, little but are unfriendly in disputes—although they do not tend to quarrel with teachers.

The specific contrast are the relatively "quiet" who talk a lot, are friendly, successful organizers and get on well with their

two types of children were identified by Dr Margaret Manning of York University who had been studying 17 nursery children. Two other groups were identified. The first

group were hostile when playing. They were hostile to the teacher and hostile to the children. They were hostile to the teacher and hostile to the children. They were hostile to the teacher and hostile to the children.

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When Sir is 'a load of old rubbish'

Valuable insights into trouble in the classroom may be gained from "athogenic" research—that is, taking what pupils say at face value and inferring ways of behaviour from it.

The descriptions both groups of children used of "messing about" or "dossing about" existed within a concept of order that was quite different from that of the teachers. This order, Elizabeth Rosser suggested, is derived partly from the academic initiation to test the teachers and their attitudes to the pupils and partly from concepts of "retribution" for dealing with what pupils considered insulting or dominating acts by teachers.

Teachers were considered offensive when "being boring" or when pupils were "treated like a kid". The more academic group were less affected by this, accepting boredom more readily and, by their own accounts, getting more respect from teachers.

They felt particular contempt for teachers who were "a load of old rubbish". Indecision, weakness, or a soft teacher who tried and failed

Good nurseries better than bad mothers

The belief that the best day care for young children is by child minders hides a number of untested assumptions, said Professor Jack Tizard, of the Institute of Education, Thomas Coram Research Unit, in his presidential address.

The Department of Health and Social Security had based their support for childminding on a monograph written by Dr John Bowlby for the World Health Organization. Dr Bowlby's results, drawn from poor quality institutions, were interpreted in the context of current psychological theory, derived from psychoanalysis. This suggested that separation from the mother was a bad thing, "a conclusion which came to assume almost the status of a law". Yet, "no studies showing deleterious effects of day nursery placement have been published".

The doctrine of mother-child separation had prevented much useful work, for example on the characteristics of good and poor nurseries. Different forms of residential care could have been assessed for relatively little cost.

Just as institutional care varied, so did day care, said Professor Tizard. "One would expect the quality of care to vary as much outside the child's own family as it does between families. And this is just what we do find when we look. Pilot studies of child minders carried out in the Thomas Coram Research Unit suggest even children who spend a year or more with a registered childminder are likely to be rather neglected."

Children looked after by minders had less continuity of care than children in nurseries.

Professor Tizard felt that some children might be better off in good nurseries than at home. Many working-class mothers suffered from depression, low self-esteem, loneliness and anxiety, difficulties which were often alleviated when they went out to work.

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Look, I'm reading

Look, I'm reading

Look, I'm reading

Behaviour therapy by television

Television is not an educational panacea, but it can help children, particularly those who need to learn more about life, said Dr Bramley Kniveton, lecturer in social psychology at Loughborough University.

In a series of experiments with boys in the first years of primary school, Dr Kniveton found they were affected by television, but only if it showed them a way of behaving they had not already learned from other sources. Working-class children, from relatively unstimulating backgrounds, imitated both the aggressive and social behaviours they saw in films, and middle-class children from more 'advantaged' homes did not.

Dr Kniveton said that those children who were influenced by television were also the ones most likely to benefit from it. In particular, those with few interests and personal experiences would be most affected by a film's example. However, if they had already come across a particular behaviour, the film would have no effect. Research had shown that even children from the least stimulating backgrounds do not imitate actions they have seen on television if they are given a sufficient period of pre-experience with the relevant behaviour.

How to come across on TV

Successful communication depended not on what was said but on how it was said, according to Dr Jon Baggeley, lecturer in communications at the University of Liverpool. Television techniques have important implications for educational programmes, he said. Five main factors had been shown to influence credibility. A performer appeared more honest and reliable if presented in front of a picture, or in profile, rather than in a frontal view. In profile, his voice was invisible, and more popular if audience reaction shots were included. All was governed by the way in which an interviewer conducted the discussion.

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Peter paints pictures at school and he takes them home for his mum and dad.

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Sweden

Traditional adult tuition 'should be encouraged to continue'

from Mike Duckenfield

STOCKHOLM

The folk high schools, which have been offering adult tuition since the middle of the last century, should continue to provide an alternative to other more structured and curriculum-led post-school studies, according to proposals presented to Mr Bertil Zachrisson, Education Minister.

However, the schools ought to be given the opportunity to run culturally and vocationally oriented courses according to student demand providing they do not compete with studies already offered by local authorities and the educational associations.

The proposals, which come in the main report of a Government-appointed investigating committee, follow increasing anxiety about the schools' future in the wake of the rapid expansion of municipal adult tuition during the last decade.

Virtually all local education authorities now run adult classes with tuition linked to the national comprehensive and secondary school curricula; enrolments for these courses have more than doubled to 150,000 since the Government substantially increased subsidies to the schools nine years ago.

At the same time students enrolling in the 117 folk high schools' traditional winter residential courses have only risen slightly to about 14,500.

The winter courses, which last between 22 and 34 weeks offering instruction in the liberal arts, have formed the backbone of the schools' work for many years. Recently, however, an increasing number of students have preferred to take part in shorter courses lasting from several days to a few weeks. Participants on these courses have multiplied seven-fold in the last decade.

Despite these trends, the committee stresses that the schools should offer at least one course of 15 weeks or longer every year and no course should be shorter than two weeks.

The committee also emphasises the unique position of the schools in Sweden and Scandinavia generally. First founded to give young rural adults increased opportunities to attain a general education, the schools are now mostly run by the county councils, and religious, educational and employees' associations, with the Government providing subsidies to meet most of the



Mr Zachrisson

costs, including teachers' salaries. There are no tuition fees.

A new standard State grant is proposed to take the place of existing subsidies and costs of the proposals would be 15m Skr (£1.8m) bringing total State support to between 17.5m and 20.5m Skr a year.

Surveys by the committee show that roughly 18 per cent of students fail to complete their studies, that women account for 64 per cent of all enrolments, that three quarters of students are unmarried—the median ages for the sexes are 22.9 years for men and 20.7 for women—and that about 13 per cent are immigrants.

Almost half of all students come from the lowest of Sweden's three social groups; 18 per cent had only had an elementary education of not more than seven years, while 22 per cent had left after comprehensive school and 31 per cent had had some form of vocational secondary education.

Regarding teachers, a survey showed two thirds were men, 40 per cent had been trained in a college of education, about 80 per cent had previously taught in a comprehensive or secondary school and with an average age of nearly 40, most teachers had worked in folk high schools for seven to eight years.

The committee recommended that their proposals should come into effect from July 1 next year. The Ministry is now studying the report and has sent it out to the schools for their comments.

South Africa

Support for Catholic 'open door' stand

from Louis Hotz

JOHANNESBURG

The Roman Catholic Church in South Africa has received the support of leaders of the Anglican and Methodist Churches in its move to have its privately-run Church schools, now attended by Whites only, opened to pupils of all races.

The Anglican Bishop of Johannesburg, the Right Rev Timothy Vei, said that he would encourage all Anglican schools in his diocese to open their doors to all children, irrespective of race or colour. Education, he said, should mean learning together in preparation for living together.

Referring to the possibility of the existence of the Church schools being threatened if they broke the law, the Bishop said that he would encourage breaking the law where it was a matter of conscience.

The President of the Methodist Church Conference in South Africa, the Rev Abel Hendrickse, advocated the opening of Methodist schools, both Black and White, to all races as a step towards the improvement of race relations in the country.

Public support for the Catholic move has also come from the Students' Representative Council of Witwatersrand University. In a statement the students urged the Church to make every effort to overcome legal and social obstacles to desegregation in its schools.

The Nationalist daily, *Die Transvaler*, has argued that the Government should allow the Catholic schools to be opened. But the paper added that it believed the step would meet with strong lay opposition within the Church and would thus expose what it described as "the hypocrisy" of those who preached non-racism while practising it.

France

Free textbook scheme postponed

from William Farr

PARIS

In a letter to the presidents of the five federations of parents' associations, M René Haby, Minister of Education, has informed parents that—contrary to what they had been promised—secondary education colleges will not receive any money to buy textbooks for pupils for the 1976-77 school year.

This is a financial blow to parents who since 1973 have been waiting for the Government to fulfil an undertaking to provide textbooks on free loan to all pupils during the four years of compulsory secondary education.

A start had been made for the first two classes but M Haby has said why this cannot continue for 1976-77. Changes in curricula resulting from the general reform of education to take effect as from September 1982 will require new textbooks to be bought this year will be out of date within two years.

Funds which might have been used this year will be kept for next year and M Haby has set a new timetable. For 1977-78 stocks will be renewed for all pupils in the first year of secondary education, the following year the same will be done for all textbooks in the second year and so on so that by 1980 all secondary level pupils will be receiving free textbooks for four years. It is estimated that this will require around 90m francs (£10m) initial outlay for each year.

The reformed curriculum, which will call for new textbooks, has not yet been announced. This will leave publishers just about 12 months to commission, redraft and print the new books needed by September 1977.

United States

Pupil numbers fall, but teachers on increase

from Michael Binyon

WASHINGTON

The number of pupils in American schools went down last year for the fourth consecutive year, according to the latest statistics. The total enrolment in public (maintained) elementary and secondary schools declined from 46,081,000 in 1971 to 44,816,000 last autumn, a 2.7 per cent drop. Total school population, including private schools, was 50,400,000, a 1.5 per cent drop to around 44,800,000 by 1985.

The figures, just released by the National Centre for Educational Statistics, also show that the balance between elementary and secondary schools is shifting, as the results of the high birth-rate in the early 1960s move through the system.

The total number of pupils in elementary schools went down 5.9 per cent, but enrolment in secondary schools was up 2 per cent between 1971 and 1975.

The number of teachers, however, rose from 2,063,000 in 1971 to 2,194,000 last year—an increase of 6.3 per cent. The pupil:teacher ratio dropped from 22.3:1 to 20.4:1.

This stabilization in the teaching force, coupled with the economic recession, has led to an older average teaching force. Last year average salary was \$12,465.

The number of school districts in America—the equivalent to local education authorities—continued to decline, from 17,289 in 1971, to 16,383 last year.

The statistics show that public

confidence in education leaders, measured by public opinion polls, has fallen from 49 per cent in 1971 to 30.9 per cent last year, a drop which can only partly be explained by the controversies surrounding classroom discipline and declining standards of living among school leavers.

And a recent survey, the statistics note, shows that only 46 per cent of 17-year-olds can interpret the traffic ticket.

Total expenditure on education during the current academic year will reach a record of \$170,000,000,000. Elementary and secondary education will cost \$75,000,000, more than four times the total for 1959.

In higher education the average cost of educating a student has risen 42 per cent over the past 10 years from \$2,167 to \$3,070. The cost estimates that it will go up another 32 per cent in the next decade to \$4,052 (measured in constant 1967 dollars) to take inflation into account. These figures do not take into account the increase in tuition caused by the rising cost of living, food and housing.

Almost two thirds of research funds are spent in public universities nowadays, the statistics reveal—a significant swing away from private universities, which accounted on average over the past 10 years, for about half total research spending. Their total research went down from \$1,300m in 1967 to \$1,000m last year, and are expected to fall to \$900m in the next 10 years.

Soviet Union

Development of boarding system falls behind schedule

by Kenneth Shaw

There are now only 1,400,000 places for boarders in Soviet schools and education authorities in some republics are resisting suggestions from central planners that more should be made available.

Reviewing the past five years in Soviet schools, Mr V. Usanov, chief of planning and finance at the Ministry of Education, has pointed out in his annual report that the country needs to build more boarding schools. The target for 1976 is 1,588,000 places, which is less than 3 per cent of the country's school population of about 62m.

In 1969 about 4 per cent of Soviet children went to boarding schools, where they find discipline tougher, the food better and the influence of political conditioning more pervasive than at home.

At the height of his power Mr Khrushchev wanted to increase the number of boarders to 2.5m by 1985. This figure is unlikely to be reached in the foreseeable future.

Far from being schools for the elite, Russian boarding schools are for children of poor families which do not have room or money to keep them, and for those who disrupt day schools.

With the annual schools budget

now standing at 24,000m rubles, a large slice of which goes to the 2,500,000 teachers and auxiliary working in the 147,100 schools, authorities are expressing concern about the quality of what they are getting for their money.

Since January this year a quarter of boarding children according to Mr Usanov, have received free keep in boarding houses; the rest pay half the cost. One way to save money, some planners in the republics feel, is to let building boarding schools, which families get on with bringing up their own children.

Another drain on resources earmarked for education is the increase from 5.2m places in 1970 to 7.3m in 1975 for extended-day students. These have all meals at school and stay until about seven in the evening because parents are out at work all day. The system is becoming increasingly popular.

Children who fail their examinations have to repeat the year's work. In the past five years the number of these *perogodniki* or two-yearers has fallen from about 10 per cent to about 6 per cent. Mr Usanov hopes to see this down to 4 per cent by the end of the year with consequent savings.

Greece

Dropping the accent on accents

from Mario Modiano

ATHENS

The revolutionary introduction of the demotic language in Greek schools has encouraged parents to press for the abolition of written accents in the Greek language, which add an unnecessary burden on pupils.

Parents of 58 schools in Athens have appealed to the Ministry of Education to take advantage of the current translation of textbooks into demotic to do away with the accents.

The accents—the acute (´), the grave (`), and the circumflex (ˆ)—were introduced in the Greek language at the time of Alexander the Great to make it easier for the foreign people to use Greek as a *lingua franca*.

While the accents must originally have served some phonetic purpose, this has now been lost, except to indicate syllabic pitch.

The parents' appeal pointed out that some Greek newspapers and magazines had already replaced the accents by a dot, yet, significantly, accounts by their readers had noted the change. The simplification of the language, they said, would be the full support of teachers.

What seems strange is that the parents did not also ask for the abolition of the breathing-comma (,) and the smooth (ˊ) which used to indicate whether an initial vowel was or was not stressed, but which have lost their usefulness with time.

Ireland

deal may way travellers

correspondent

DUBLIN

of the Republic's teachers, as generally described by Declan Costello, the Minister of Education, at the annual meeting of the teachers' union, the Irish Teachers' Association, to solve the problems of school attendance.

He said that the figures for some 4,000 itinerant in the compulsory school-attendance act were not receiving any schooling at the moment.

Initiatives, which have in turn been starved of the necessary financial support.

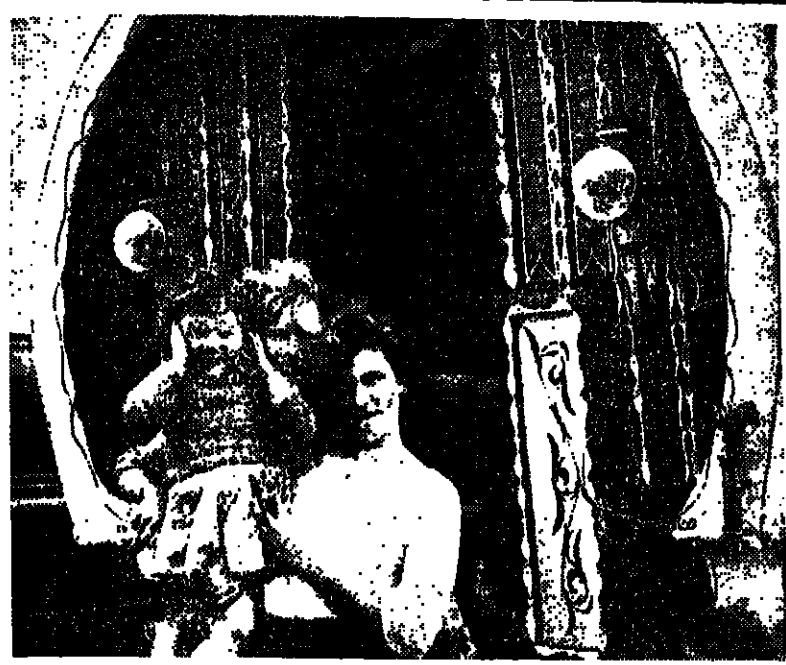
One notably successful experiment involved the setting up of a sheltered workshop in one of the western counties, where the families usually travel during the summer months, and another partially successful attempt has been made to set up a school at Bray, 12 miles from Dublin.

In general, however, attempts to provide any continuous educational experience for the children concerned have only met with any success when made in conjunction with one of the rare local authority attempts to provide serviced sites where itinerant families can camp for extended periods of time, especially during the winter months, and within city boundaries.

The Commission on Itinerary recommended the adaptation of the system in the Netherlands—where each camp has its own school—to Irish conditions, but so far little progress has been made towards the realization of this aim.

The present school attendance laws could compel attendance, but, in the view of the commission, implementing these fully would have been too draconian, given the special problems of travelling families.

Another of the commission's recommendations—for adult education in itinerant families—has also remained largely in the realm of aspiration.



Four thousand itinerant children are receiving no schooling.

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Holland

Young jobless total soars

from Arnold Lissauer

AMSTERDAM

It is expected that this year 50,000 school leavers out of a total of 190,000 will be unable to find jobs. These coming from lower technical schools will be hardest hit.

In 1975 the number of unemployed school leavers had already increased by 80 per cent, despite the extension of compulsory education by one year.

The figures are even more depressing than they seem, for a number of young people can only get jobs by filling vacancies created by older workers who go on special leave because of ill health.

Among factors causing youth unemployment are the fairly high statutory minimum youth wage and the critical attitude of many young people towards authority, including those in charge in the industrial and commercial sectors.

Current interim measures to relieve unemployment are now to be extended to July, 1977. These provide for temporary employment of young people in Government welfare services for a maximum period of 18 months.

The Government is also considering creating part-time jobs for young unemployed in local and national government jobs such as schools and hospitals.

Spain

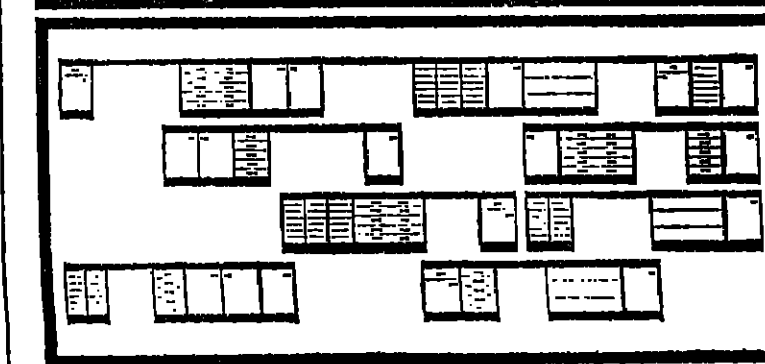
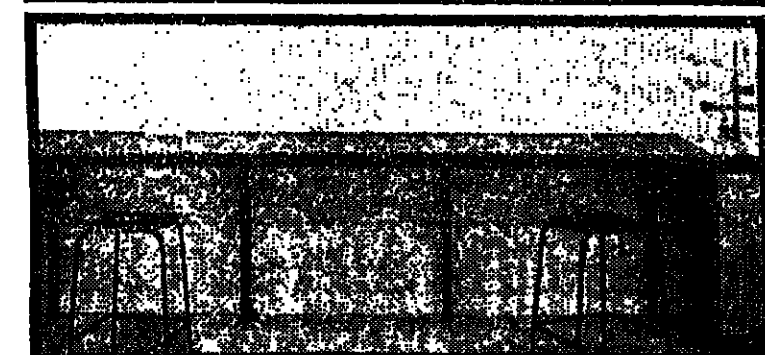
Ministry urges big 'election' poll

The Ministry of Education has called elections among State teachers of General Basic Education (seven to 14) in all provinces for a new representative organization.

The only organization which State teachers can belong to—as civil servants they cannot belong to the State-run trade unions—is the Spanish Service of Teaching, which is attached to the National Movement, still the only legal political organization in the country.

Mr Carlos Robles Piquer, Education Minister, in a note to teachers said that he was anxious to seek opinions about the present state of education through a new organization. He did not belong to the official one. He appealed for all teachers to take part in the elections.

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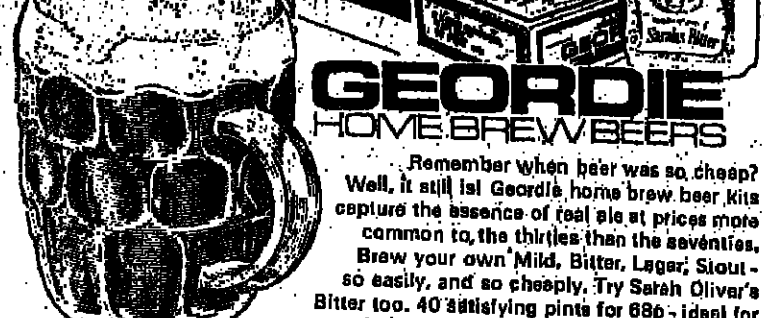
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Treasure hunt

David Blewitt on Mahler's Wunderhorn years

Gustav Mahler: *The Wunderhorn Years*. By Donald Mitchell. Faber £15.00. 571 10674 9.

It is 18 years since Donald Mitchell's *Gustav Mahler: The Early Years* (1958) appeared—a long wait between courses when once the appetite had been whetted. Now that the second course, *The Wunderhorn Years*, has been set before us, it is saddening to have to report a partial failure. Enthusiasts and Mahler-freaks will welcome the book greedily, but anyone else having recourse to it might well suffer indigestion.

It cannot be repeated too often that Mahler studies are still in their primeval stages, even though the many experts in the field are delving into and sorting ever-increasing volumes of writings and manuscripts, and (always a healthy sign) opinions over crucial matters are beginning to diverge, where they are not already divided. As yet the atmosphere is almost classically friendly. It is imperative, therefore, that any findings be presented in a logical and coherent manner, especially when exegesis is dependent upon unfamiliar evidence which is itself gaining credence in exposition. It is not enough for fellow workers alone to catch a colleague's drift. A reader buying a new and important book on the composer has a right to expect clear guidance through the critical thickets.

The Wunderhorn Years is tantalizingly rich in new material, which Mr Mitchell

has successfully sifted and digested. He has divined many buried truths and that in itself is a magnificent achievement. His revelatory insights into Mahler's compositional process must finally discredit the critical over-simplifications that have hitherto been cantoned abroad.

Moreover, the bold originality of the First Symphony stands revealed for the first time; a work for which apology should no longer be necessary. The author's descent into the labyrinth of its chronology, as into that of those that follow, has uncovered previously unsuspected thought processes. The degree of Mahler's indebtedness to the tone poem is at least one area needing urgent study.

It is now also clear that, while Henry Louis de La Grange's biography of the composer is going to be definitive, many of his deductions and opinions require careful scrutiny. Donald Mitchell differs over many details; his arguments always carry greater credibility. The new book also provokes exciting speculation in several other areas (Mahler's links with Berlioz, neo-classicism, and Bach, to mention but three) and yet again we are reminded that English Mahlerites who know no German are severely handicapped in not having access to translations of Natalie Bauer-Lechner's *Memoirs*, or Mahler's *Briefe*, 1879-1911.

It must, by now, be obvious that Mr Mitchell is deeply, even emotionally, committed to his chosen subject of research. It is no less important, therefore, that the purposive and impartial pursuit of his studies should shape the various moments of discovery into a meaningful whole. There is an end to which earlier stages are both prelude and essence. A child's treasure hunt is set up as a series of limited goals whose overall pattern is irrelevant; serious investigation cannot proceed along such principles.

Mr Mitchell's loving preoccupation with his subject seems to have resulted in the random deployment of information, whose inner logic will not always be immediately clear to the uninformed. The book is divided into four parts. Each part comprises a synoptic chronicle, the "long-distance view" which prefaces the commentary and the "magnified close-up".

Part one sketches the nature of the relationships between song cycle and symphony. Part two introduces supplementary notes on the early works and an essay on Mahler and Freud, originally a Third Programme broadcast dating from March 1955. Part three, the longest section and the core of the book, deals fully with the early song cycles, the stages of composition of the First Symphony, and the chronology (mainly) of the Second and Third. Part four extends comments on the latter, rounds out the picture of the Fourth and demonstrates how Mahler was both influenced by the past, and anticipated future procedures, like the exploration of acoustic space.

The foregoing summary is straightforward to a degree; reading the book is less so, as I shall hope to show. Part two, for example, disrupts the natural flow from part one into what is the heart of the work, the exploration of the relationship between the early song cycles and the first four symphonies (part three). The interpolation is valuable but ill-

placed. Since there are already two appendices (43 pages), why not one more? Next, Mr Mitchell's survey of the First Symphony begins with an excellent account of the work's programmatic origins (pages). He then ditches it to perambulate in the next two symphonies (43 pages) before returning to it. He is with the earliest manuscript source of the First in identical fashion; disorientating. Moreover, the second half of the later discussion (three pages) is parcelled by five pages of notes. As they are placed throughout at the end of each part, and since the majority are important, the reader is forced to leaf endlessly back and forth to the detriment of concentration.

The author's enthusiasm and involvement has caused him to cram in every detail which is pure gain; or it would be if it had not made them so difficult to assimilate. The presentation confuses and irritates as equal measure; a work of scholarship is a treasure hunt. The reader needs not only to follow the clues but to have them make sense on the spot and, later, to recognize their essential role within the integral design. The failure in presentation has seriously undermined a seminal work of Mahler scholarship.

The Wunderhorn Years is still an indispensable addition to the growing body of works on the composer. Mr Mitchell's sense of the value of his subject is a monumental task; I hope he will reconsider the format of future volumes so as to make his involvement more directly to his audience.

Rooting for West

Alistair Wisker

The Collected Works of Nathaniel West. Penguin 65p. 0 1400 3907 4. Day of the Locust. By Nathaniel West. Introduced by Richard B. Sewall. Corgi Books 50p. 0 552 09753 5.

1975 was one of the best years in the publishing history of Nathaniel West. In his lifetime (1903-1940) West suffered from careless reporting, indecisive publishing, bad luck, unsympathetic reviewing and a general preference for keeping submerged the violent, unpleasant and unsuspected world which his writing reveals. Reporting his death in a car accident, the *New York Times* mis-spelt his name (which he had changed from Nathan Willenstat West to Nathaniel West). Horace Gregory said "Go West young man, so I did," and mis-named his novels. West, acutely aware of the reasons why his writing failed to attract acclaim, wrote in a letter of 1939:

"My books fall between the different schools of writing. The radical press, although I consider myself on the left, doesn't like my particular kind of joking, and think it even Fascist sometimes, and the literature boys, whom I detest, detest me in turn. The middlebrow press finds that I avoid the big, significant things and the leading literary tout in the daily press think me shocking... there is nothing to root for in my work and what is even worse, no roots."

The earliest admirers of his writing included William Carlos Williams, Edmund Wilson, Dorothy Parker. In recent years, the number of rooters has grown and West is now recognized as one of the most intriguing and original of American novelists. Last year saw a

major film of his last work, *The Day of the Locust*, directed by John Schlesinger and starring Karen Black, Burgess Meredith and Donald Sutherland, with which the publication of the Penguin and Corgi editions of his fiction coincided.

The first of his four short novels was an experimental and scatological work, *The Dream Life of Basso Snell* (1931). A pastiche of borrowings indicating West's unfailing attraction to the perverse and grotesque, it includes parodies of a number of writers such as Baudelaire, Huysmans and Joyce, and demonstrates West's stylistic versatility and his capacity for satire. Basso Snell enters the fantastic insides of the Trojan Horse through its anus, and thereafter, the novel mocks Western culture mercilessly into its grave.

Mr. Lonelyhearts, commonly held to be his finest book and an American classic, appeared in 1933. Here West presents a young unnamed journalist who takes on an advice column as a joke, hoping it will lead to the gossip column. Needled by his editor, he begins to take the job too seriously, the joke turns sour, and he is trapped into an awareness of human despair. He develops "an almost insane sensitivity to order", but one day all the inanimate things which he tries to control handle the buttons, the point of a pencil, the spring of his alarm clock take the field against him. He flees to the street, "but there chaos was multiple. Broken groups of people hurried past, forming neither stars nor squares. The lamp-posts were badly spaced and the flagging was of different sizes. Nor could he do anything with the harsh clanging sound of street cars and the raw shouts of hucksters. No repeated group of words would fit their rhythm, and no scale could give them meaning."

Finally, he looks to his girlfriend, Betty, to straighten him out. Having visited her, he realizes that "his confusion was significant, while her order was not" because her order was "based on the power to limit experience arbitrarily". Despite this limitation, Betty is right in her diagnosis that "all his troubles were city troubles"—and that is precisely the significance of his confusion. The novel reveals an unsuspected depth to urban alienation. Miss Lonelyhearts' story quietly insane and gets himself shot.

West's third production was *A Cool Million* (1934), which burlesques the stock American success story. Lemuel Pitkin, a rural New England boy attempting to get on in the world, is slowly dismantled physically and mentally in a series of beatings, jailings and frauds. "It all seems like a dream to me," says Lemuel, summarizing his experiences and revealing one of West's central themes: the American dream has become a monstrous nightmare.

Edmund Wilson believed that *The Day of the Locust* (1939) caught the emptiness of Hollywood, and it shares honours with Fitzgerald's *The Last Tycoon* for its portrayal of the dream factory. Here the dream truly becomes nightmare; the novel's truly monstrous world is filled with violence and horror.

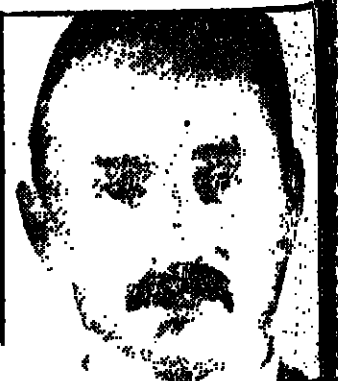
It concerns the story of Tod Hackett, a young artist working on a vast masterpiece to be called "The Burning of Los Angeles"; he moves among the sages, bitter, bored and cheated characters of Hollywood, including a buoyant immortal whore, Faye Greener, who believes that any dream is better than no dream, and whose invitation "wasn't to pleasure, but to struggle, hard and sharp, involved in a mad scene at a movie premiere. Tod is driven insane, and the novel ends

with him... coming to life before his eyes. In an animated painting are the bored and despairing faces of the man himself. What joyously in the red light of the flames." West was a provocative writer who needed to be read for what he says about urban alienation and the potential violence of the underworld. As he said:

"I believe there is a place for the fellow who yells fire and indicates where some dragging the hose to the spot."

It was about time that there was a collected edition of these four strange, enigmatic and prophetic novels. West left a small amount of poetry, some literary essays, stories, and a large number of film scripts. It is a pity that the Penguin edition (which is by far the better value) of the two books of West's fiction, despite its informative introduction to the Corgi edition, could not have included his one major poem, "Burn the Cities", which, with wit and aggressive disgust prophesies the end of cities.

This poem, together with a great deal of fascinating information and commentary on West's life and writing, can be found in the best book about West to date, published in recent years, Jay Martin's *The Art of his Life* (now, sadly, out of print). These books are essential reading for anyone who intends to join in the rooting for this author whose violent world and prophetic kind of joking have become so much more relevant, and are now more difficult to keep submerged.



Moral certainties in action

Donald MacRae on Sir Ronald Gould

My Memory: the autobiography of Sir Ronald Gould. By Philip Alexander. £3.50, 540 1. Paperback £2.75. 09836 1.

It is the kind of autobiography that would expect from Ronald Gould. It is plain and straightforward, and generous to colleagues and opponents alike. It contains no flattery and little gossip. It is the way, gets less interesting as it goes on, though the account of his stewardship of Hamilton House, through its various accidents, managers, whether friends or not, to or from, to convey a sense of the frustration of his life at the top.

The interest of the book lies in the way he tells of the years, and the clues which he gives to the man himself. What he says across is the power of his background and the influence of his father, Fred Gould, who lived in a Labour MP. They lived in a small Somerset town—potholing and shoeing. As the author says at any rate, it was a disciplined, but deeply satisfied, family and community life.

Community was close-knit and intensely compact, bounded by the Labour Party, the school, the church, the local shop and mutual support. The moral certainties of his earlier experience of life. There was still great preaching to be heard in London, and he duly made the rounds, noting the style and analysing the techniques of the orators of the day, consciously schooling himself in the art of carefully-prepared public speaking without notes.

Then, back to Radstock Council School and a long stint as a class teacher under the restrictions, and eventually under the regulations of the elementary school regulations which ever left that school. The scholarship results were good, and when every child of the appropriate age had to sit for the examination the results surpassed any in his district. For 20 years this was his work—filled out by energetic local service on the rural district council, including 10 years as chairman, and a gradually developing role in the NUT, starting with the campaign to eliminate the separate salary scales which discriminated against rural counties.



By the time he got a headship in the middle of the war, his teaching career was nearly over, and in 1946 he succeeded Sir Fred Mander as general secretary of the NUT. From the start he found many things about the NUT executive a trial. There was continual political trouble to fight with the extreme left—he beat C. G. T. Giles, the old Etonian Communist, first to the president's chair, and then to the general secretary's office.

Becoming general secretary meant bowing out of active Labour politics (the NUT was not then affiliated to the TUC), and this seems to have agreed with his own inclination, because his own party enthusiasms were waning, and local government, as he had experienced it, was relatively non-partisan.

His earlier life had been a rugged training for his 23-year reign at Hamilton House. As a younger man he must have been a formidable operator, tough, clear-headed, a thoroughly practical idealist who could get his own way and win elections too. In the top office he quickly established an unchallengeable authority. The enigma which remains is why he was so reluctant to put his authority to the test—a reluctance which helped the dissident members of the union executive to gather strength in the later years.

The truth must lie, in part, in his own complex personality—how he personally developed as the national and international figure through the various sections of his own career honours—and in part in the way public events unfolded. He sincerely believed in the democratic principle: he probably never realized how much respect he commanded, and if he had he would have seen himself as the master. And in the last decade of his period of office, he and the union became caught up in a tangled web of wages policy and the white collar militancy which this has everywhere produced.

A skeleton for society

Donald MacRae on social structure

ways whose usage was established by Spencer. But in the century since Spencer wrote the word structure became dreadfully popular. It was to be employed very strictly as a term in the anthropology of Radcliffe-Brown.

It was, particularly in Britain, to be employed very loosely so that in a level sociology texts one encounters a long list of social statistics about the condition of the British people, called for some mysterious reason "the social structure of modern Britain". The reader will not find that latter usage in these 13 essays, one British and 12 American. Here we are in the Spencerian world.

The basis of that world was in biology. The great advances of the early nineteenth century in the life sciences (leaving Darwinism aside) were in the analysis of the organization of organisms—their structure and their operation—their functioning.

Sociology which pushed the analogy of society with organism too far proved null: sociology which fruitfully developed the analogy prospered modestly. If we stay within the English-speaking world, this was the core of the enormous achievements in the first half of the twentieth century of British social anthropology—inexplicably not represented here—and of American sociology. (In France the story is different: anthropologists and sociologists, with no clear line between, were always, and continue to be, structuralists.)

The culmination of the American work came in what may be called Parsonianism, but the movement was a larger one, even though Parson remains its central figure. Then quite suddenly, in the 1960s, American sociology appeared to lose its nerve and to plunge into a sea of radical politics or into beach games, playing with shifting, impermanent sand. The reasons for this I have analysed elsewhere: what this book represents is a kind of structuralist counterattack by the old guard—a remarkably vigorous and cogent old guard which shows no signs of either dying or surrendering. They have also found a powerful ally in France, and I am pleased to see this return on my investment in introducing to the English-speaking world Baudouin's *Uses of Structuralism* in 1971.

Throughout the book there is felt the constant desire of American sociology to explain social action or behaviour; to these writers analysing and accounting for structure (G. E. Lenski apart) is less important than assessing how far behaviour can be explained by the constraints of structure (or by the opportunities that a particular structure makes available). Parsons interestingly tries to give structure a more dynamic content by a programme for the study of processes of change (and equilibrium) through taking account of what he calls "media of interchange"—money, power, influence, value-

commitments and intelligence. This last is not what psychologists intend; rather it is like what "intelligence" means in a military context. That the attempt is correct in principle I am sure—the reader should compare it with what Daniel Bell has to say in his recent work about knowledge in society—but I am not convinced by the actual selection of the quartet of interchanged media.

Interestingly, a number of the essays see their analyses as leading to the possibility of normative prescription by sociology—the old Comtean dream. I have my reservations here; sociologists as citizens have the same prescriptive rights and duties, but no other, than have dustmen and engineers and nurses. What is significant is that I guess we may be about to see in the study of methodology, a new attack on the Humean position that the realm of fact does not lead to the realm of value. These papers seem to me possibly symptomatic of a reconsideration of the fact-value dichotomy—a reconsideration certainly overdue.

Connected with these issues is a question about the appropriate forms of sociological attention. How, as physicists and engineers put it, do we distinguish signal (genuine information) from noise (the merely meaningless) in social analysis? Lenski quotes Fred Hoyle as saying that "students of sociology might indeed be described as the ultimate students of noise".

In one way, structural analysis answers this query, and lets important, difficult signals through. And, in another way, why not? In society (in nature, too, perhaps) there is no mere noise; all is signal, but not all signals are understood. This I take it is the point of Merton's fine contributions here, of the argument that structuralism is but one mode of analysis, a strong one, but not the unique one. This sounds easy to say, but it is not easy in sociological practice. Pluralism is never, by definition, simple.

That is why it is not possible fully to review this book. Within its field it is pluralistic. There is no weak contribution and no ill-written one—a most remarkable and noteworthy fact at a time when sociological usage is once again an object of sustained public criticism. But this is not an easy book, and it is accessible only to those who are already schooled in sociology. Not the least valuable aspect of it is its "progress reports" on aid by sociologists on their present stance—in addition to those mentioned Homans and Coleman are particularly valuable. But the critical expositions are also well done by Goode, Wallace and Rotundo. And then I must add praise of the direct studies of structural problems by Lipset and Baudouin. It is a first-class book of mature sociology, a credit to writers and the discipline, and I would only wish it longer and much, much more European.

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Coiling, slabbing, throwing

Liz Fereday on pottery

Chinese Stoneware Glazes. By Joseph Grebanier. Pimms £6.50. 0 273 00909 5.

This highly specialized book makes available knowledge derived from many years of study, and offers an ideal source of information to anyone interested in research in this area.

As glazes, particularly stoneware, are often of such a seductive quality I was pleased to read Joseph Grebanier's cautionary note that while they may become an integral part of the forms to which they are applied they cannot, by their beauty, change bad pottery into good.

The quality of a glaze depends on many factors—for example, the way it is prepared, the atmosphere in which it is fired, and the type of kiln used. Therefore, though precise recipes and methods of preparation are given, anyone using this book must be prepared to adapt the information to his own particular situation.

The author's success may be judged by the series of colour plates comparing original examples of specific glazes with his own results. They are often not exact either in colour or surface texture. It is difficult to judge whether this is due to the limitations of second-hand comparison or whether it is simply an illustration of the vast task the author has set himself. Anyone interested in this subject—

whether from an historical or from a practical point of view—will find this a valuable book.

Finding One's Way With Clay. By Paulus Berensohn. Pimms £4.50. 0 273 00815 3.

Writing in the first person to ensure that his book "would be read as the experience of one person working with clay", Paulus Berensohn aims to show that a relationship between the potter and the clay he uses is essential—that technical competence is not enough.

Because they offer a close understanding of the texture and qualities of clay, pinch pots are often the first introduction the beginner has to the medium, yet the process is rarely explored in depth. Here is a book that fills the gap.

The author describes in vivid detail exactly how to approach clay from the first contact to the making of a wide variety of forms, exploring along the way the possibilities offered by the addition of colour to clay, the use of texture and ways by which completed work may be fired. Throughout he offers encouragement and ideas gained from his own experience.

The text is lively and illustrated where appropriate by a series of excellently produced photographs in colour and black and white. The layout is clear and the topics are logically arranged and easy to follow.

The Potter's Dictionary of Materials and Techniques. By Frank Hamer. Pimms £9.50. 0 273 31465 3.

This is a marvellous book which should rapidly become an indispensable source of information to anyone involved with, or simply interested in, the craft of pottery. Clearly the culmination of long and exhaustive research, it provides the answers to questions and difficulties facing everyone working with clay. Frank Hamer has succeeded in combining a readable text with a level of information required by the most demanding student. His book quickly becomes compulsive reading: from a single starting-point one is soon side-tracked into any number of intriguing directions. Its form allows it to function on a variety of levels—as a dictionary for specific definitions as well as a source of more detailed information for those studying pottery in depth. This is made easier by its excellent scheme of cross-referencing.

Primarily a visual book, this contains a large selection of photographs illustrating textural qualities and methods of construction. It describes, step-by-step, the making of various forms using basic hand-building processes—like coiling, slabbing and throwing—and this is amply supplemented by a detailed discussion on the texturing of clay. The premise of the book is well-founded, namely that the flexibility and freedom offered the beginner by such processes avoids the necessary restrictions imposed by a technique like throwing.

The authors' concentration on heavily textured organic forms does little, however, to show the potential clay possesses as a medium for developing ideas three-dimensionally. There is one outstanding omission. In the section entitled Glaze Recipes no mention is made of the

toxicity of many ingredients included in glazes and the precautions necessary in their handling. For anyone unaware of the dangers, several recipes include a warning.

Building Pottery Equipment. Roger Harvey and Silvia Kolb. Pimms £6.00. 0 273 00855 1.

The designs in this book, well developed through personal experience, are for the equipment tools needed at every stage of production from clay preparation to display and sale of finished work. Detailed instructions give information on the materials and required and on the method of construction to be used. It is coupled with clear, concise diagrams and photographs which make this a book for anyone to set up a workshop at minimum cost. Though all the materials listed are new, the authors state their preface that scrap and old materials may be used wherever it will reduce costs without diminishing quality or safety.

All the designs look sound, workmanlike, the emphasis is on function rather than on decorative solutions to problems. The book is a pleasure to read and its craft, they have designed, has been made adaptable to individual requirements.

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Hispano-Moresque tin enamel bowl, c. fifteenth century—an illustration from "The Potter's Challenge" by Bernard Leach (Sovener Press £3.50).

Paedagogic Noah's Ark

Guy Neave

Education on the Move. UNESCO (distributed through HMSO) £5.25. 923 101216 9.

Everyone knows the hoary definition of a camel: a horse designed by a committee. By the same token, given the number of committees, international organizations and institutes devoted to educational problems, it is indeed a wonder that education bears the slightest resemblance to anything outside a madhouse. If much of what passes as educational planning amounts to a dialogue of the deaf or to the mere anecdotal of the opinionated, then surely the place de Fontenay, where UNESCO has its being, must be the Tower of Babel.

One should not, however, underestimate the relative usefulness of such instruments and agencies. They

allow information of a comparative nature to be exchanged, collated and brought to bear on similar educational topics. But to proceed from there to deducing a particular universal principle and to suggest its universal application is somewhat daring.

Education on the Move, hailed as the companion volume to Learning to Be, published three years ago, is a strange compilation, the fruit of a myriad background powers presented to the International Commission on the Development of Education. Of course, such an organization must pay due attention to the relative weighting given to its members. Hence, the result is a botched-up mess of short extracts, none of which are long enough to do anything other than scratch the surface of the problem. And those which are important—for instance the contributions of Halsey, Huxen

and Schwartz—are brought to rest most cruelly.

This is not to deny the interesting nature of such an assembly of writings. It is highly illuminating of what one might call "international paternalism". Running all through is the notion of the idiosyncratic, to wit, education ought, schools must, teachers should. Such pronouncements appear to be substitutes for the rational explanation proffered in answer to the question "Why?" Vehemence seems to take precedence over persuasion—and persuasion is, after all, a form of education.

One is faced with a mass of pontifical recommendations which utterly avoid one basic problem—the means by which they can be implemented. It also ignores almost totally a discussion of the methods that governments, so minded to entrust them

selves on this paedagogic version of Noah's Ark, may be assured that the policy was intended to realize.

Education has an immense power of distortion. Or, put another way, the goals achieved by reform are not often those originally intended. But the intervening process between implementation and realization is the most important part of educational planning. This is certainly being recognized in some quarters at least, though whether the method they advocate—namely school management—is suited to schools is a different matter. He would be a fool who thought a school could be run according to the principles of corporate "line management" that one finds in Ford, for example.

The sheer variety of topics covered means that someone, somewhere, someone will find something

relevant to his thinking or problems he faces. It is surely soiling to the harassed teacher Huxford to know that the loudest in Saudi Arabia face some problems as he. And it is indeed allow a glow of self-righteousness to the administrator who justifying a particular policy, he has the undiluted approval of Cuban government.

No one will deny that education is on the move. What they will dispute is the direction in which it moves. The answer they will find from this volume is, in all and none. It puts one in mind of an old song, pitched in a somewhat strangled falsetto by Spike Milligan in the heyday of the "Show".

"I'm walking backwards, Chris. To prove that I love you."

Children's literature

Success—and failure

Michael George

Things. By Ruth Tomalin. Pimms £2.00. 571 10748 6.

Butt Boy. By Jill Paton Walsh. Pimms £2.50. 331 18567 6.

For the eight to 10-year-olds who, like few authors achieve perfection in this field, the other books succeed; the other fail.

Things is a simple, poetically told, simple tale dealing with a young boy's stand against a bull.

It is Kit's first experience of school, and his first time away from his mother. He is a shy, sensitive child, and his habit of sleep-walking reveals itself. He wakes, one night, to find himself, fully clothed, at the gate of a nature reserve, often passed in the school playground. He is guided by a friendly house, and the light of a shining window, inside, a comfortable room with a warm couch and a full of food. He eats and sleeps in the morning discovers the house. The birds and animals of the sanctuary come far too close to him.

It is happy he is in this retreat as he stays there even after the night. But he knows he must face the world again, and a letter must be sent to his mother to assure her of his safety. Returning from the school at night, he sees the bull and runs out of the woods towards the house. Kit hides, then

realizes there is no sense in his fear and boldly confronts his enemy. To his surprise, the boy walks past him, preoccupied and pale. No longer afraid, Kit returns to school, where the boys laugh at his ability to sleep through the dramatic events of the previous night, when the bull was rushed to hospital. Kit is puzzled: his stay in the woods had been real, he was actually a different person because of it. How could it have been only a dream? Later, the truth was revealed to him, and he recognized the kindly spirit that had illuminated the path of a hard-pressed boy on Candlemas Eve.

The tale is perfectly balanced, written with a depth of understanding, a sense of humour and a poetic observation of children and nature. It is a story to be read and re-read, especially by sensitive children for whom the world of school, of the world itself, holds fears as well as joys.

The story opens with the heroine, now a young lady, being won by a sailor of her mother's choice, to whom she recounts how, at the age of 11, she ran away with the "naughty" people. Her parents had moved house, dismissed Harry's nursery-maid, locked her in a bare schoolroom for three days and on the fourth shut her out in a wet garden. Not surprisingly, Harriet seized the opportunity of escape offered by the advertisement appearing in a narrow boat and its duty in the charge of a boy and girl.

She immediately attached herself to the short-handed crew as a huffer. In no time, she learnt to make herself useful, and with her help the boat arrived at its destination on schedule. Harry liked her new life, but the parents of the crew discovered her and took her back home in a hurry. When the fuss had died down, Harry was given back her maid and promised a day a year by the sea. The framed work closes round the story with the sailor being informed by Harry that she still intends to "go vagabonding". Her remembrance of the boy on the butty, gentle and kind as he (astonishingly) was, seems to play a part in this resolve, though the idea of the naughty Harriet becoming the wife of a bargee is fantastic—or perhaps no more fantastic than the story itself.

It is difficult to take this story seriously, because the author herself seems not to have felt it worth while to do so. The writing, though bright and buoyant, with some good descriptive touches, is careless, the people only half created and that crudely. Little of the reality of life on inland waterways, or of the contrast between the spoilt little rich girl and the unlettered, ill-fed children doing menial work in hard conditions, comes through. The story flows over the reader without depositing much information about the handling of narrow-boats, or about the frustrations of a rich child in Victorian England. It is not a book to urge upon the young reader, who is likely to be disappointed at the possibilities opened up by the theme and never realized in the story.

Paperbacks

A backward glance

Recollections of Virginia Woolf. Edited by Joan Russell Noble. Penguin 80p. 014 00 3984 8.

The Rainy Moon and other stories. By Colette. Penguin 80p. 014 00 3843 4.

Force of Circumstance. By Simone de Beauvoir. Penguin 11.30. 014 00 2772 6.

If twentieth-century art is dominated by the search for reality, these three books, in their widely different ways, offer us both penetrating and oblique insights into the conflicting demands of individual identity and public responsibility.

Recollections of Virginia Woolf is an adroit arrangement of personal tributes. Spender and Foster contribute essays on her work, while Rosamond Lehmann, Leonard Woolf, and Vita Sackville-West paint personal portraits. Dark corners are illuminated; myths are demolished or reassessed.

We see a writer whose "inner fierceness of attitude" strove, like Coleridge's, to discover the point beyond parody. In her private life she was neither aloof nor a "gloomy malcontent"; her warmth and tireless curiosity made her a devoted, if critical, friend. This book deepens one's understanding of Woolf as writer and puts into perspective her inner struggles.

Against a background of existentialist academics and left-wing politics, Simone de Beauvoir's life is arrayed, in diary form, in Force of Circumstance, she is symptom and catalyst; victim and victor. Above all, we discover someone who could love deeply while not being committed to a chilling philosophy. With perspicacity and sincerity this autobiography tells of those she loved, admired, and betrayed.

Peter Gregory-Jones

Boys will be Boys. By E. S. Turner. Penguin 75p. 014 016 8.

This new paperback edition of E. S. Turner's well-researched investigation of old, scholarly periodicals will probably be welcomed not only by the now grey-haired readers of *Magnus, Gem and Wizard* but by the latter-day hunters of nostalgia.

Some cool looks at publishers and editors, their methods and machinations, raises the work above mere nostalgic celebration; and the quoted interest of some distinguished names in their favourite "penny dreadfuls" adds justification to the book's title.

As a writer, Charles Hamilton must surely remain supreme bogger of minds, turning out under several pseudonyms for different weeklies his "million and a half words a year" of printed ephemera which change hands now at anything but ephemeral rates.

Frank R. Finch

Of England and Etruria

John Carruthers

The Fall of Saxon England. By David Hume. Pimms £3.00. 0 213 16578 9.

Saxon Cities. Edited by Filippo Carruthers. Pimms £2.50. 0 304 29602 1.

There is a deeply pessimistic view of human history that calls it the Fall of Saxon England. This is the whole story of Saxon England. Admittedly, this story is an initial understanding of a historical society. This is not necessarily to be glorified of armies fighting and Viking plundering from beginning to end. That, however, is much of the sources tell us of Saxon

tries to distinguish between the fights with overall importance, the lesser bloodlettings and those with mostly poetic significance. The maps at the end, though not explicitly linked to the text, do show in simple terms the key concepts.

Let no one, however, look here for details of Saxon art or the English economy. Even the law, social structure and the Church are mentioned only briefly in passing. For one who thinks that a military and political framework is basic to an initial understanding of a historical society this is not necessarily to be glorified of armies fighting and Viking plundering from beginning to end. That, however, is much of the sources tell us of Saxon

colour photographs, superfluous to a real guide, make it possible to sit and dream one's way to Cerveteri or Florence.

The text consists of a concise introduction by Martin Toller to the history and culture of the Etruscans. Then follows a site by site tour of Etruscan remains (including the major museums) done by Mariella Pasquini for the north of Etruria and by Maria Cataldi and Francesca Bonifazi for the south. Finally, there is a bibliography for each site, a chronological table and a useful glossary of the technical, artistic and otherwise, used in the text.

There are two minor criticisms. While most of the photographs are fine there are a very few, mostly landscapes, that add nothing to our understanding of the setting of the sites. Secondly, the plans are generally inadequate. Even accepting that they are not detailed guides, there could have been more of them, and there are a few that are a little bigger, and they should have been provided with scales and indications of the north point.

Unhappy compromise

John Crewdson

The Book of Ancient Rome. By John Crewdson. Pimms 99p. 0 7232 1344

The guide to the remains of Rome and earlier civilisation is well written and the Observer

emerges with the information that the former is only covered in relation to the latter, that prehistoric sites are only dealt with if the Romans had seen them too. One wonders if Mr. Crewdson's theory of the Roman Empire is that it was a "Roman sphere of influence" to go with a modern look at a Neolithic or Bronze Age site?

Scotland has a sparse coverage, the highland and islands are practically invisible; the Isle of Man, Sicily, Siles and Iceland all off the horizon.

Even if one could forgive these accusations, there remains the problem of trying to find one's way about the text, which should be a simple enough matter in a guide-

book; but it takes some patience and perception to sort out the group entries from the alphabetically arranged list of text. So confusing is it sometimes that any order at all seems a waste of time; an enlarged index would have been better. The Roman sites are largely separated from the prehistoric in group entries, so that the combination of Ancient and Roman is at best an unhappy compromise.

This is a pity, since there is a good deal of useful information, many interesting and atmospheric photographs (though some just murky), and the provision of "focal points" for holiday explorers is a good idea. One wonders why the book wasn't organized on that framework instead.

The need for balance

Barry Turner on women's education

Willingly to School: A History of Women's Education. By Mary Cathcart Borer. Lutterworth £5.95. 7188 2127 0.

Miss Cathcart Borer is a sweet, old-fashioned girl. At least, she has a sweet, old-fashioned view of history. Her survey of women's education is a staid progress through the ages with all the major protagonists duly acknowledged and their more memorable observations on the female intelligence neatly catalogued and dated.

It is easy to read, and in many ways, an entertaining book, but what is missing is a sense of

balance (the preliminaries to the great Victorian boom in girls' education occupy well over three quarters of the book while the achievements of the last century are dismissed in a few pages) or any real effort to explain the aims and motivation of those who led the charge for equal opportunities for the schools and universities.

To rely on this book is to conclude that the pioneers of girls' education were inspired with a singleness of purpose and a mutual regard that would do credit to a saint's tea party. In fact, their ideals were often in conflict and they fought each other as hard as they tackled the male chauvinists.

The contrast in attitudes was reflected in the policies of two of the most famous girls' schools. At the North London Collegiate, Frances Mary Buss took the lead in proving that girls were every bit as capable as boys. She adopted the curriculum used in boys' schools and emphasized the virtue of competition in sport and work. On the other hand, Dorothy Beale, Principal of Cheltenham Ladies College, developed a curriculum and teaching techniques that she thought were especially appropriate to girls.

She opposed competitive sport and claimed that girls had unique emotional and intellectual needs

related to their future family responsibilities. The same disparity of views characterized the battle for girls' higher education, with Emily Davies proclaiming the need for total equality and Anne Clough defending a form of instruction that kept faith with the Victorian ideal of the single and sensitive wife equipped to guard the integrity of home and family.

The result was not an outright win for one side or the other but an unsatisfactory compromise which allowed for a social blessing on single girls who used their education as a basis for a career, but only grudging toleration or even outright disapproval for those who continued to assert their intellectual and economic independence after they married.

Unfortunately, Miss Cathcart Borer avoids discussion of the crucial running battle between the two sides, even in one of her "happy endings" for the "new woman" developments as "the new woman" opportunities while quite forgetting to point out that, despite the greater number of educational and employment options for girls, the pressure on them to look to marriage and home as their first and natural responsibility remains overwhelmingly powerful.

Unhappily, Miss Cathcart Borer's book is a well-written and well-illustrated history of women's education, but it is a compromise that leaves one with a sense of loss.

The book is clearly set out with the necessary diagrams, illustrations and graphs, and there are bibliographic references at the end of each paper.

A concluding address assures readers that the image of education in audio-visual compositions, and health education.

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Aspects of Educational Technology
IX: Educational Technology for Continuous Education. Edited by Lionel Evans and John Leatham. Kogan Page £9.50. 85038 291 2.

This volume covers the 1975 conference of the Association for Pro-

Among this week's contributors:

David Blewitt is senior lecturer in the English and Drama department of Brixton Hall, College, Wakefield. Stuart Macrae is Editor of *The Times Educational Supplement*. Donald Macrae is professor of sociology at the London School of Economics.

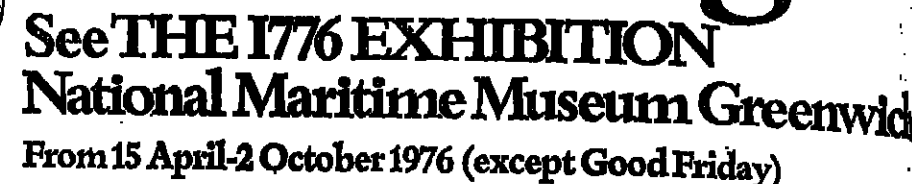
Guy Neave is the author of *How They Fared*, a study of the results of comprehensive education.

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EXTRA BOOKS FOR CSE

After the steam engine

D. L. B. Hartley on the Industrial Revolution

Britain: An Economic and Social History. By J. K. Hardman. Collins. Book 1 1760-1870 80p. 0 00 327249 4. Book 2 1870-1975 85p. 0 00 327250 8.

The layout of a serious book could not be more inviting than this is here, and this is important for many CSE pupils recall from pages of solid type. The size is quarto and many topics are dealt with in two facing pages; the text is broken up by headings, and there are many diagrams, maps and pictures.

Mr. Hardman's treatment of the early machines and engines is particularly good; I understand some of the industrial processes more clearly than I had before reading his book. His prose is always clear and to the point. Yet he has perspective. The first chapter is about England before the industrial revolution and he reminds us that "the harvest was the most important single event of the year." In his chapter on railways he writes, "For the first time men and goods could move faster than in Roman times." When he says of the steam engine that it was "the most important invention of modern times", one could wish him to claim more for it. An ancient way of life was largely swept away, and the face of the country was transformed.

Almost all the topics that could be expected in an economic and social history are here. Population perhaps deserves to have had a chapter to itself: few developments are more remarkable than the increase from seven millions to 21 millions in the first century of Mr. Hardman's period. There is one mistake. The Butler Act does not say that there shall be grammar schools and modern schools, does not in fact mention the organization of secondary schools.

There is intriguing detail: in the eighteenth century there were laws which laid down a minimum width for cart wheels. And there is material for reflection. Most of the early inventors had to face machine-wreckers: contemporary Luddites are less violent and more successful, if the suggested figure (not Mr. Hardman's) for over-manning of factories is anywhere near correct. In 1870 the off-shore island was producing more coal, iron, steel and ships than the rest of the world put together. The expectation of life has increased during the twentieth century by 20 years for men and 23 for women. One is made aware again of the importance of history in trying to cultivate social and self-awareness in young people. Mr. Hardman's books are going to be helpful in the work and the immediate task of preparing for CSE examinations.



"In Ireland 1800-1970" (M. E. Collins, Longman £2.00. 0 583 221-0 4) text and illustrations combine to present the social and economic events in Ireland during this period. It is a textbook suitable for use at CSE and GCSE level for those syllabuses which include Ireland's history and her relationship with England. Here we see Balfour taming the Home Rulers by promises of local government reform.

Under the red flag

Tony Howarth on Russian history

Drawing on knowledge

C. W. Tonkin

Diagnostic and Revision Tests in Technical Drawing. By H. A. Freebury. Cassell 85p. 0 304 29589 2.

In a subject such as technical drawing where rate of progress is so much a matter of graded tests can be made, the teacher to determine where individual help is needed and where it can best be given as classwork. This little book has been prepared partly with that object in view and partly to provide useful revision problems. It covers a general CSE course and aims at the middle range of ability. Having experience as a moderator in CSE examinations in the subject the author is calculated to know what is required of the candidates. He has devised 12 tests which adequately cover the work of the course, each test consisting of two sections, A and B. Each section A has 25 questions requiring brief written answers so that the whole section can be dealt with in about 15 minutes. The questions aim at testing basic knowledge, facts and figures, and are of the type which are often asked in class or in the examination.

Section B of each test provides appropriate revision work as the single reached. It consists of a major drawing problem, which it is suggested should be regarded as compulsory, followed by several shorter drawing-based problems. All are typical of the standard of question to be expected in the examination, and, more important, all provide good revision practice. The drawings are consistently good and the book will undoubtedly be of value to those for whom it has been prepared.

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Globe trotting

Donald MacDonald reviews a new geography series

Spotlight on World Problems. By Richard Fawcett, 19495 9. Spotlight on Europe. By John Talbot White, 333 14556 6. Macmillan £1.25 each.

Macmillan's World in Focus series of four volumes is aimed at the 15 to 16 year old following a CSE or O level course. The series justifiably claims to be student-involving, problem-oriented and easily followed, although the clarity of its structure is not entirely impressive. A further claim to retain the best of the old while incorporating the most illuminating of the new, is probably more valid in its first part than in its second.

Beginning with Britain and its particular problems of employment, population and food supplies, Fawcett moves out to a broader world view of those same problems and of their links to trade and aid. In using GNP data to establish standards of living, the author chooses to bypass three important considerations: dates, the questionable nature of GNP figures, and Communist disenchantment with indices of this type. Trivial though these strictures may appear, they do at least indicate a common difficulty for world geography textbooks. As Communism expands beyond that half of the population which it already embraces, those writers who prefer not to mention it are going to find their scope ever more restricted.

Having grappled with the general problems of our globe, Fawcett classifies the remainder of his thematic material according to three major headings. "Man v Environment" looks at international examples of fragility in politics (Bangladesh, Vietnam and the African continent) and in trade (New Zealand and Kuwait). In this same section, minority problems are brought up in the form of the Australian aboriginal. It is at this

juncture that the awkward poster appears: "Would you like to live in a shanty town?" Now aboriginal settlements, as everyone knows, are quite unspeakable places, where flies annoy ceaselessly by day, while the mosquito and the cockroach jointly operate a night shift. Little appeal here for the youth of Exeter or Esher, to be sure—but how hard it is to assess what the locals like and dislike in their given lot.

A section on "Man v Environment" considers problematic instances of water use (in Upper Volta and South Africa), of bio-geography (locusts and Amazonia), of treated water (in Brazil and Hong Kong) with an additional piece of Japanese urban-industrial development. In the concluding section, "The Violent Earth", the reader is whisked quickly through a general holocaust of earthquakes (wherein Peru is assigned a ridiculously low population of five million), volcanoes and hurricanes.

While the overall structure of the book may lack something in cohesion, the sheer variety of its presentation is to be highly recommended. Finely sub-divided text goes with tables, maps, diagrams and photographs to make a most attractive whole.

In secondary school geography nowadays, it is commonplace for regions to be approached via the analysis of selected spatial themes. Thus John Talbot White's book examines southern and western Europe through a set of some 12 regional topics, based in the main upon the concepts of relatively high and relatively low population densities. Out of these he has constructed a thoroughly modern little opus. While reviewers would be well advised not to fault geography books on matters of selection and omission (given the extremely wide range of choices), it is unlikely that many would find fault with White's assortment.

Several of the topics, indeed, are ones which have been fully purveyed over the past few years: land pressures in the Netherlands, Danish industry overseas, farming, Paris and the French "desert", primary resources of the Northlands.

The use of regional topics to set up its own particular snags, course, it requires, for example, epitomizing themes in clearly stated and supported by detail. Its relationship to other local themes of words, it becomes exceedingly difficult for a writer to offer this of balance. However, White's series has moved up the Netherlands should satisfy many of his readers. Meanwhile, the chapter on Europe's northern fringe chafes at the role of the self-sufficient social democracies, then, perhaps it might be paid for British pupils to see some of the contrasts between our own models and the comparative thoughtfulness of Scandinavia.

Throughout Spotlight on Europe minor errors in rendering (Krona, Montpellier, Hoersche) are rare, as are those in factual counting. But the Lofoten Islands were not the Norwegian islands. Antarctic whaling; Vesulfud; Maps are attractive and generally well integrated with the text, even if Marillages did not quite make it on the Rhone Delta map. Exercises are plentifully distributed throughout the book. The majority appear to be reasonable, although a repeated injunction, "Find out you can about so-and-so" is perhaps a bit too open-ended.

Altogether, this series carries a great deal of promise. Both of the books reviewed here offer very valuable.

Home and away

Roberson on geography topic books

Common Market Neighbours. By Ian Thorn. SBN 07 084437 7 £1.75. Common Market Neighbours. By Ian Thorn. SBN 07 084438 5 95p.

Longman Revised Colour Geography. By Ian Thorn. SBN 07 084439 3 184pp £1.95.

problem within a region. Various titles will fit various syllabuses, though it is extremely unlikely that all would fit together to make any one school's whole programme. This is as it should be.

The three subjects here reviewed present different difficulties to their authors, and Mr Thorn has the easiest ride. Urban geography is booming; towns are growing, decaying and being planned. Most of our children, we are so often told, live in towns. The material is straightforward and abundant. This is not to decry Mr Thorn, who has made an excellent job of an interesting subject.

The early chapters are on general principles, with some reference to historical matters. The later ones are on specific types of town: country, industrial, port town and new. It is here that the book comes alive, with many interesting and well selected examples. Pupils might be more interested in the general ideas of the opening chapters if they study these specific examples first. Russia has always presented difficulties of source material. From a

Time in place

Philip Sauvain

Geography Workbook 1. World Regions. By P. Harvey, K. R. Maxted, M. G. Webb. Hodder and Stoughton 60p 0 340 15757 7.

World Regions is a paper-covered flimsy of some 64 pages printed throughout in a monotonous rust colour. It is a workbook with pages of text and illustration on the left-hand pages and right-hand pages of questions with large ruled gaps left blank for the pupil to complete. The book is designed for O level and CSE and aims to teach the physical and human geography of the major world regions. The advantage of this workbook is that it covers a lot of ground in a relatively small space. The disadvantage is that some of the ground which it covers does not appear to be that of the 1970s.

To children who have watched recent television documentaries on the Eskimo it may come as a surprise to see igloos in these drawings rather than sophisticated settlements, huskies rather than motorized skidoos and kayaks rather than outboard motors. Similarly, the desert is shown as a traditional land of camels and tents rather than the Cadillac and the apartments of Kuwait or Saudi Arabia. The village in the African Savanna joins other naive and crudely-drawn illustrations in resembling those drawn by a Victorian explorer rather than those appropriate for a textbook in the last quarter of the twentieth century. The maps too seem to have been drawn in a hurry. On page 42 the Hebrides and the Isle of Man have been omitted from two maps for no good reason and on page 36 the position of Western Europe is shown inaccurately in relation to Africa even though the map shows a common area—the Mediterranean lands. It is to be hoped that succeeding workbooks in this series will be scrutinized more carefully before publication. The concept behind this new set is good but the production standards are below par.

C'est la vie

Philip Lewis

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D. W. Archer, D. V. Cilek and W. A. J. Merson

This book is intended for pupils who need to achieve a CSE standard in the physical sciences. It has been written by three experienced teachers who are conscious of the needs of the less-advanced students who need a clear exposition. The minimum of arithmetic and the maximum of diagrams and illustrations have been included.

0 340 04935 5 Publishing April 22nd

Objective Tests in Geography for O-level and CSE: The British Isles

K. Briggs

This book contains more than 400 objective questions which have been grouped according to topic to provide fifteen tests on the geography of the British Isles. In line with current trends in geography teaching, the tests have been designed to assess geographical understanding and reasoning as well as factual knowledge.

0 340 10744 X

Teachers are invited to write for inspection copies on approval.

Hodder & Stoughton

Dept. E1146, P.O. Box 702, Mill Road, Dunton Green, Sevenoaks, Kent TN13 2YD.

Maths miscellany

Comprehensive Mathematics. 5. By John E. Brider. Schofield and Sims £1.35. 7217 2141 9.

Maths Exam Book. By Michael Holt. Macmillan Education £1.50. 333 14229 2.

Maths Exam Workbook. By Michael Holt. Macmillan Education 30p. 333 14241 1.

The seesaw of argument about the content of mathematics for "ordinary" pupils is never at rest. Weighing one side are new syllabuses, the introduction of so-called "modern" topics, pleas for a practical approach, and the pressures of bandwagon crews.

These are counterbalanced by the anxieties of parents who cannot understand that their children are learning anything of value, by the powerful protests of leaders of industry and commerce (and of their staff, such as training officers) who find their intake largely immature, and by traditionalist teachers (not, by any means, all in the older age groups) who believe in the virtues of solid, or stolid, hard work.

Certainly the more extremist textbooks seem to be giving way to a middle-of-the-road approach, and the two series whose culminating volumes are now under review exemplify this genre.

Mr Brider's books, in layout and vocabulary at least, look more like the sort of thing that is likely to be acceptable to teachers who take their subject seriously, and to pupils who are beginning to understand what it is all about, and to recognize that they must have a grasp of basics if they are to use mathematics (in whatever context) on. He draws no artificial distinction between the "old" and the "new" mathematics, but completes a coherent course which may please members of both camps.

Matrices, sequences and limits, differentiation and integration, and statistical inference are some chapters which show the range. There are formal exercises where appropriate, but with a satisfying attention to "discovery and discussion" which should stimulate interest. Those who have established a firm foundation in the earlier four books will be well served here, at what for many will be the top end of their studies. Mr Brider has done well.

A superficial judgment could suggest that Mr Holt might have

tried a bit too hard to be "with it". He seeks to get the slow learner to gain a pass in the CSE examination, and he wishes not to be too academic. He has therefore peppered his pages with little sketches, included colour to good effect, and systematically used "everyday classroom words" in place of more formal language. The workbook calls for the absolute minimum of writing by the pupil, who generally has only to ring the correct answer in a multiple-choice, or fill in a gap in a prepared solution. Reaction to all this should not be too hasty.

Let us accept that cartoons on virtually every page may attract the reluctant pupil rather than repel the teacher (there is no "zap" or "boom"—only little figures mouthing comments or, in the case of the "learn by heart" symbol, the playing card rather than the written word. And let us not resist the use of formulae rather than formulae (for some dictionaries include the alternative), or the introduction to a Greek letter by "say it is" for it could be argued that this is more comprehensible than phi, and so on.

Let us recognize, in short, that the unconventional may succeed where more formal textbooks have not. Mr Holt does, after all, include phrases like "rotational symmetry", "distributive law" and "topologically equivalent". His text, in fact, is quite comparable to that in many other series and the contents are familiar enough, too (with arithmetic, trigonometry, probability, rates and income tax as a representative selection).

So it is not easy to propose one of these series as a "better buy" than the other. Rather should we look to the merits of each, and to the individual teacher to decide which is more appropriate for her or his particular needs.

F. W. Kellaway

Oxford Comprehensive Mathematics. By Banwell, Hilscock, Pelling, Saunders, Wardle and Weeks. Pupils' books: 1 and 2 £1.25. 3 CSE and 3 GCE £1.40. Teachers' books: 1 and 2 £4.00. 3 CSE and 3 GCE £2.50. Workbooks 15p each. Oxford University Press.

This new series of books offers a complete modern course in O level and CSE. All pupils start on the first two books, which provide material at various levels and are intended to be suitable for mixed ability classes. The course then divides into three further books for O level, or three further books for CSE. There are expendable pupils' workbooks for Books 1, 2 and 3 CSE. Each book also has its own teachers' book: those for 1 and 2 are loose-leaf. The Teachers' Book 1, for example, contains 52 pages of answers, and 53 pages of further practice exercises which are free of copyright for duplicating. Books 3 CSE and 3 GCE revise and extend much of the work of Books 1 and 2 and their subject matter overlaps considerably. They are intended to provide a suitable starting point for children transferring from middle schools.

Several of the authors have also been involved in the Oxford Middle School Mathematics and Making Mathematics series. As one would expect, the progression of work is carefully thought out, the

explanations are logical, the coverage is comprehensive and the teachers' notes supportive, particularly for less experienced mathematics teachers. The workbooks are cheap and helpful. Coloured diagrams and illustrations are used effectively in the pupils' books.

This series is the most serious challenge yet to the supremacy of SMP and the Scottish Modern Mathematics for Schools series. It is a course for the majority of secondary pupils, and in many ways it shows a better appreciation of the needs of the pupil of average ability and below.

Its most striking feature is its attempt to produce a course for mixed-ability pupils in the first two years by means of a common book rather than workbooks. Books 1 and 2 are each divided into two topics—roughly one topic for the main part of the class, and the other for the slower pupils. The main part of the book is divided into sections and investigations to cover a wide range of abilities each year. It is introduced by a substantial amount of work to be covered by all pupils. Much of this would need to be done orally, but the division and through practical work and the material is presented in this in mind. A colour coding is then introduced: exercises requiring more thinking but suitable for most children are marked by a blue line; work involving abstraction and generalization to some extent are marked by a red line; and the more able is marked by a grey line.

Certainly the idea of holding children together on a common topic over a period of time, while allowing some to move more rapidly into the topic, will appeal to many teachers as an approach more preferable to that of a plethora of workbooks with children engaged on many different topics. The possibilities are there for group and class discussions, and for drawing some threads together with the class as a whole.

It can be argued that slow children will be depressed by constantly seeing chunks of work which they will not cover. Again this may be set the possibility of seeing it will encourage more serious pupils. Almost all children are expected to cover the substantial amount of unmarked exercises. Thus the brightest may be bored before they reach these parts. The series is designed to challenge the slower children, coverage of the unmarked passages is said to provide an adequate course. However, in the section marked "Division" in Book 1, for example, the unmarked passages restrict the children to division by a single digit number, while the brightest or fastest are working on the amount of time occupied by a million seconds. Division by two digits is not dealt with in Book 2, but is in Book 3. Division by 13 and 17 is not, therefore, where the slower children acquire this skill. Such anomalies or omissions are likely to appear if one works through the books in the classroom.

However, the series is an honourable attempt to provide an alternative realistic course for the first two years. It will be interesting to see how later books work out, and CSE in the light of current deliberations about the possibility of a common examination system at 16.

Alistair McIntosh

Questions of physics

A Question Guide to CSE Physics. By J. W. Hill. Cassell 85p. 304 29650 3.

This collection of 239 straightforward questions covering the range of topics encountered in CSE/GCE physics courses is a useful rather than an original compilation.

It will be found especially helpful as a revision guide for older pupils preparing for a CSE examination and for the less able GCE candidates who are having to concentrate on the essentials of the subject. Teachers will also find it a useful source of test material, although it would be unreasonable to expect many questions on any single topic within such a short and inexpensive book.

The questions vary in style but are all quite brief; some are of the simple recall kind and are in multiple choice form. About 80 of the questions call for some form of numerical skill.

Unfortunately, the book is not entirely free from errors. Question one calls for a distinction between mass and weight, but the answer is mass alone (6) suggests that the author does not always recognize this important distinction. There are other errors, but they are not serious.

Elements and compounds

T. H. Price on chemistry

Quantity to Sixteen. By T. H. Price. University Tutorial Press £2.00. 231 0665 7. Workbook 45p.

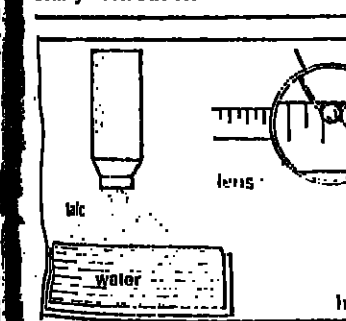
Science is no longer an abstract science education. It takes its place in the evolutionary process with modification and adaptation to the variations of time, space and circumstance. The teacher and funds available.

There are eight appendices of useful supplementary information as well as two sets of questions at the end of each chapter—one factual and the other to test the student's comprehension and power of application. For the latter he would need to refer to the teacher for guidance, since no solutions are printed. For good measure there is also a workbook of questions of three types (a) multiple choice; (b) matching pairs and (c) multiple completion, in this case with answers. This could be useful for the last year of O level or CSE.

Chemistry Today. By E. S. Henderson. Macmillan Educational £2.95. 333 12761 7.

If it is still true, as the nineteenth-century German chemist, Liebig, alleged, that the commercial prosperity of a country relates to the amount of sulphuric acid it consumes, Britain will have shown progress in the last two years, even though the 30 year overall trend has been upward. It is the introduction of such aspects as this which does much to enliven

the programme outlined is not unusual. Elements, compounds and mixtures have long been the starting points of chemical study for schools, as they are here. An elementary introduction to kinetic



"Looking into Materials" by L. J. Taylor (Whetton 85p. 08 018292 5). is part of a series called "Physics designed as a background for courses based on the Schools Council Project Technology, Nuffield Secondary Science and CSE syllabuses. This illustration accompanies the experiment to discover "How large is an oil molecule?"

Man, nature and mechanization

S. H. Fisher

Science in Action Series. Books 1-5. Science and Firefighting. By R. W. Thorne. 0 08 016337 X

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Whetton 90p each. Paperback 70p each.

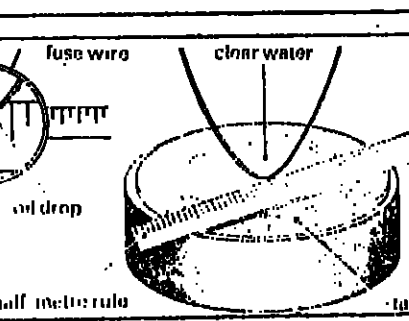
This is an attractively produced series which has brightly coloured photographs on its covers and many good diagrams and illustrations inside. As boys will enjoy reading these books and will find the pictures of modern machinery in action for project work. There is a sensible balance maintained between scientific principles and their application. A good chapter on the science of combustion, in the first book, for example, is followed by chapters on the principles of firefighting, the extinction of fires, and modern equipment. A number of suggestions are provided for further study and addresses of

theory precedes a section on separation by crystallization, distillation and chromatography. The following progression through the introduction to formulae, fundamental laws and basic theory. The main body of study of non-metallic elements and their compounds is interspersed with sections on organic and polymer chemistry, the latter in the industrial field, supplemented by a novel and useful review of the ramifications of the manufacturing processes of one large chemical company.

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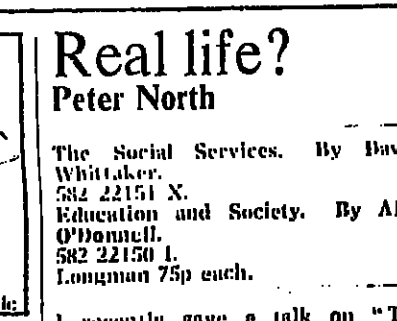
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English for Living 3

By Albert Rowe
Macmillan £1.35, 333 16848 8.

This third year English course book is as readable—and as eclectic—as the *Daily Mirror*, and Albert Rowe borrows the *Mirror's* methods in setting out to entertain his readers. With a colourful, attractive picture of a pop group on the front cover, and a full-page photograph (again attractive) of a young lass who has very obviously left her bra at home to be in the scene at a pop-festival, as the first picture inside the book, the young reader may well feel his appetites roused to look further (and teachers may wonder cynically just how far sales promotions will be pushed, in the harsh contest for success in the text-book market).

But the book soon settles down to less heady material. We return from the pop-festival world (it was only moon and talking about them over breakfast, after all), to a sentimental piece on Bambi the new orphan calf, down on the farm. And so the book develops, with newsy bits and pieces on dogs, Chay Blyth, pop festivals (the real thing!) and Chay Blyth again.

There is no harm in this book—if you take the absence of respect for what children can do, as no harm (a well-taught form ought to be able to write better prose than many of the pieces offered here). And I object to the bitty approach to writing skills, which is done with a notably un-with-it cadence (a page on the revision of commas, for example). Give me a book of good short stories for a third form any day.



Architects now admit that high rise flats are unsuitable for families to live in. How could this waste have been avoided? 'English for Living 4' by Albert Rowe (Macmillan £1.35, 333 16849 6) attractively presents material to provoke oral and written debate. Book 3 is reviewed here.

English melting pot

Roy Blatchford

English through Experience Book Four. By Albert Rowe and Peter Emmens.
Hart-Davis Educational £2.25, 219 52012 7.

Sometimes levelled against the formative approach of Messrs Rowe and Emmens has been the criticism that they have, under a banner of any English through any classroom experience, presented a myriad leading questions to the pupil in the expectation that some ideas will kindle a creative flame, whilst others will inevitably fail to provide even a spark of interest. For lower secondary age groups such an indirect and vague format can often mislead, and over a decade on from the first edition, this revised Book Four confirms that the authors' major success lies in their treatment of language for those of 14 plus.

Book Four's 11 thematic units

are a pleasing and finely balanced mix of comprehension exercises and essay suggestions (with the latter heavily on the latter) with list upon list upon photograph of visual and linguistic prompts for the reluctant writer. The revision of fundamental language work is adequate without being elaborate, and there is an added sop to current educational demands in 'acting sections' which are forcefully delineated and closely linked to the topics for personal writing. Most enjoyable and magnetic, certainly in that vital area of stimulating any teacher (for on his attitude any material will stand or fall), no matter how intrinsically captivating, is the extensive selection of poetry and prose slotted into every section.

The melting pot of projects proffered here is second to no other similarly designed upper-school text-book; and time has already told its verdict on the course with over a million copies sold to over 2,000 schools.

The fifth revised edition of *The English Language Paper* by Denis Thompson (Hart-Davis Educational £1.95, 247 12711 6) contains suggestions from teachers on dealing with CCE, CSE and similar examinations.

There are chapters on the manner and matter of essay writing, on composition, and on précis; the second half of the book gives extended literary extracts for exercises in comprehension, topic work and further reading.

Specimen papers from the major boards, and sections on spelling with hints for the examinee conclude this valuable handbook.

A Further Choice of Poets edited by R. P. Hewett (Harrap £2.95, 245 52362 6) is independent of its predecessor while covering the same period (1800 to the present day). The poets chosen include Crabbe, Clare, Keats, Yeats, Larkin and Hughes; each section is preceded by brief biographical and semi-critical remarks and is followed by textual notes and one or two comprehension-type questions.

Selected with 14 to 16 year olds in mind, the poems take for their subject (almost exclusively) rural and urban life.

Population prospects

Julian Brotherton on environmental studies

Project Earth Series
The Human Multitude. By Rosamund McQuinn. 85 x 110 349 X.
Wildlife in Danger. By Jean Malin. 85 x 110 375 X.
Wayland Publishers Ltd. £3.10 each.

This is a series of five well produced books of about 50 pages, including a good range of illustrations, photographs and charts. The two covering population and wildlife are very different from each other in treatment, but the aim is to provide secondary pupils with lively accounts of these related subjects in short chapters of topic-like form.

With the world population doubling each 35 years we shall have over 6,000 million by the end of the century. Anybody can see that the 'quality' of life is as much at stake as the 'quantity' as much as any other but for children the details given in *The Human Multitude* and *Wildlife in Danger* are not

of how this is so are somewhat sketchy. There is a short survey of population throughout history, a summary of the preoccupations of the professional demographers, the balance of births and deaths and the influences on this. Questions of land use, pollution, water supply and types of home are all dealt with, though not in enough detail. Some interesting discussion points come up and could be usefully enlarged. One is that poverty can be a cause, and not merely an effect, of overpopulation.

Another is how the emancipation of women may be a key to population reduction. There are regular short lists of quite provocative questions to which answers (perhaps deliberately) cannot be found, or perhaps only in a later chapter. This book is an example of the successful use of simple diagrams and graphs.

Wildlife in Danger is a moving, almost exhilarating book. Its urgency and fascination derive not

from the style, although this is extremely lucid, but from the choice and cumulative effect of vivid factual material and the obvious first-hand knowledge of an author who is truly in the field. All the well-known sagas and tragedies of the wildlife story are here and a wealth of lesser known information. We do not need loaded questions and homilies, and we do not get them here, but we can draw our own conclusions from a book of this calibre. Secondary children of any age, given some literary standard, could use it.

Headings include such subjects as furs, hunting and pests, and there is a good survey of the conservation movements, which keeps this now fashionable enterprise very much down to earth. A number of our own British animals are a few, but perhaps there are a few, such as the badger, which would not miss. This book is a 'must' even if for general natural history alone.

Town and country

Regional Geography of the British Isles. By Albert Rowe and J. Appleton. 177pp 8.5. The North East by B. Ireland and J. Appleton. 340 05397 6. The East Midlands by H. E. Virgo. 198pp 1. English Universities Press 70p each. East Midlands 75p.

There are two newcomers which maintain the reputation of a well-established series. Each booklet covers exactly the amount of detail required by CSE boards which requires a study of the local region, and hits the right level of writing and difficulty. The whole series provides ample material for the normal fifth year British Isles work.

The maps, in two tones, are particularly clear and well judged. Both will understand and profit from them and there is a nice proportion between local detail and necessary basic information. The pictures are interesting and relevant, the text concise yet readable. It is no surprise to find *Yorkshire and Humberside* by local authors. There is an authentic ring about the whole book, and a balanced approach whereby the region does not consist largely of the former industrial West Riding. Similarly *The North East* gives proportion to the moorlands, physical geography and farming, in an area too often dominated in school texts by Tyne and Tees-side.

National Parks, a notable aspect of each area, are usefully featured. *The East Midlands* now appears in a metricated form. Publishers in general have gone metric; whether the children think in kilometres is quite another story.

R. S. Robertson

The Geography of Britain. By A. J. Parker. The Educational Company of Ireland £1.50.

This book has been written to meet the requirements of the Intermediate and Leaving Certificate Examinations of the Republic of Ireland. It is odd, therefore, that Northern Ireland is omitted, and the author in his first chapter includes it in his definition of Britain.

The first 12 chapters examine Britain systematically in terms of position, structure, relief, drainage, climate, soils, vegetation, the evolution of the cultural landscape, population, agriculture and land use, forestry and fishing, minerals and power, manufacturing industry, transport and communications and external trade. There follow 17 chapters written on a regional basis. This old-fashioned and solid approach is redolent of examination preparation. All we need to complete the picture is a series of actual questions from the NUJMB. This is denied us—though the tenor of the questions given in exercises at the end of each chapter makes up for it. 'Give an account of the changes that took place in transport technology within Britain during the period 1750-1900... assess the importance

of these changes upon the social and economic geography of the country.'

The vocabulary is too advanced for this level. 'structure and functions of conurbations... tentatively predicted... distinctive sub-regions of presentation, the writing lacks style and literary appeal and the exercises are arid. There are, however, many fine photographs, well supported by a large number of clearly-drawn maps and diagrams, though the river Foss is rendered as 'Ross' in one place, the Hull-Bridlington-Scarborough railway and the Whitby-Teeside railway are omitted, and the diagram showing the site of York misses out several significant features including the two vital moorlands across the Vale.

Though the author does give a nod to the future at the end of many chapters, he does not mention items such as the future of water resources and the huge reservoirs and projects devised for Embsay and Kildar, the Wash, Morecambe Bay, etc. What about developments along Thameside, and the present and future prospects for the Port of London? What about the conflict between tourism and landscape in areas like the Lake District and between industry and landscape in areas like the North York Moors? How will the Humber estuary grow, especially after the opening of the great Humber Bridge and the move towards the Continent economically?

For a solid and comprehensive background to Britain which follows the old routine and is well illustrated this is good value for money.

Bryan Waites

Across the channel

From European Studies. By David Cereb. 017 434520 8.

Set for All. By Patrick O'Connell. 434518 6.

Living in the Country. By Frank E. Magill. 434517 8.

City Life. By Neil Dalgleish. 434519 1.

None 75p each.

The level of this series is said to be for CSE and non-examination pupils aged 14-16. It certainly appears to aim at the lower end of the ability range. It is also an attempt to provide texts for European studies, though this subject matter is difficult to define. Three of the titles here are largely on geographical matters.

The aim is clearly to make things interesting and popular. There are plenty of pictures and diagrams, and the provision of lists of work to do is standard. Most of the exercises are practical and related to the subject matter, but

there are still too many of that maddening 'Find out more about...'. How can they do this in class unless the information is provided? The main weakness is a diffuseness and lack of coherence.

The results, perhaps from the rather conscious attempt to produce 'something on Europe' for a developing market, but one is also forced to the conclusion that these authors believe this ability group cannot sustain attention to a disciplined train of thought.

Travel and Transport lends itself best to the scheme. There is interesting matter on sea, river, rail and road traffic, with maps which draw together many parts of the continent. Still there is an overall theme, and the parts are fragmented. *Living in the Country*, which is fundamentally on farming, is the most successful of these booklets. The author has concentrated on specific places, with the result that a picture of farming and rural life emerges for a number of colourful places in Europe. There is also far more

attempt at explanation. The pupils are given some chance of considering why farming and its problems differs from place to place.

Sport for All is an academic title, nor would one expect such. It may well entertain this type of pupil, and even encourage them to do simple project work, the very completion of which would be an achievement. But nothing is beyond this in its attempt to do so.

City Life is the most disappointing. There is a good case for studying urban geography, and it is not impossible to produce material which might interest this age and ability group. Messrs Dalton and Healdy have done this in their Young School Leaver project, using British material only. Neil Dalgleish has drawn urban material from many towns in Europe, but little notion of any general principles of urban geography emerges. What does appear is a hazy patch of life in towns, the flavour of life in Naples, Strasbourg or Amsterdam is lost among the generalities.

B. S. R.

Transatlantic

North America: Visual Geographies. Series: Unit Six. By E. M. Poxon and J. D. Poxon.
Pergamon 95p. 08 018278 X.

This book is part of an attractive and well-produced series which relies heavily on the photographs, maps and diagrams liberally scattered throughout, with the text appearing almost incidentally, mainly in the form of exercises. Certainly this makes it a good activity book and should promote learning by constant reference to a variety of media. However, there is a patchy character throughout and since so much is crowded into so few pages the impression remains one of glimpses rather than a consistent geography.

The illustrations are, on the whole, well related by sensible placing on specific pages and, in particular, the case studies included from time to time are excellent vignettes. The study of New York and Brandon, Manitoba, are useful

and interesting. Some of the questions in the exercises require much more information than is given in the book and, often, they are too vast in scope. For example, 'Why does New York seem to have more problems than London?'

Frequent reference to the reader's own country by way of comparison is useful but should not be overdone or else it may overwhelm the main objective of understanding about North America. For example, after describing regional pride as shown in a parade 'somewhere in America' the authors ask 'Do you feel proud to belong to your city or region? This could provide a very lengthy red herring.

This book certainly provides a stimulating and useful approach for children between 11 and 15 years of age. It makes geography appealing, but it will not give them a foundation for CSE in the sense of providing a consistent pattern of geographical information.

Food and Nutrition. By Barbara Hammond.
Longman Housecraft Series £1.10. 582 22157 9.

This is a textbook designed for CSE students. It claims to 'relate the study of food to the way we live with respect to attention given to nutrition and consequently to health and a family's economic social life'.

The subjects of the chapters range over the purely nutritional, the practical (good shopping, good ideas and convenience food) and the geographical (sources of food and problems of world food supply).

It seems a good combination of fairly detailed information and a commonsense approach to family life and catering. It is a sound idea to point up the problems of the third world alongside those of the affluent and often overfed. There are some good suggestions for practical work and further reading at the end of each chapter. It is an altogether useful source book for teachers and could be the stimulus for some lively work.

Jeann Wallington

Modern Mathematics for Schools

Scottish Mathematics Group

The second edition of this integrated secondary mathematics series is now complete. The course

- is written to suit a wide ability range
- provides extensive manipulative training
- continually monitors progress

Complementing the main course, the following material is particularly suitable for CSE and non-examination classes.

Mathsheets

Pupils' worksheets designed to provide a gradual but stimulating individualised mathematics course for non-examination pupils in mixed-ability classes. A pupil who has done effective work with Mathsheets 1 should be ready for the A Exercises of Book 1 of *Modern Mathematics for Schools*.

- Mathsheets 1 80p
- Mathsheets 2 90p
- Mathsheets 3 publication August

Overhead Projector Transparencies for Modern Mathematics

A set of 26 frames designed to demonstrate in a clear and simple way a wide range of basic principles in modern mathematics. Each frame is in a protective sleeve which carries teaching notes. One box of transparencies can therefore simultaneously service the needs of a number of classes.

• £67.50 + VAT

Do Discuss Discover Mathscards

A modern mathematics kit for less able pupils in the lower secondary school. There are 18 sets of cards and over 600 assignments. These are devised to capture the pupils' interests and develop their confidence in a wide variety of mathematical situations.

- The complete box costs £18.00.

Published jointly by Blackie and Son and W & R Chambers

Fuller information about these projects is available from either publisher:

Blackie

Bishopbriggs Glasgow G64 2NZ

Chambers

11 Thistle Street Edinburgh EH2 1DG

The Computer: Yours Obediently

A complete course in computer studies suitable for CSE syllabuses. The project is now fully published, and pupils' material includes:

- Book 1 Computer Bits and Pieces £1.20 Workbook 95p
- Book 2 Man Uses the Computer £1.40 Workbook £1.00
- Book 3a Now Use the Computer: BASIC £1.75
- Book 3b Now Use the Computer: FORTRAN £1.90

The accompanying teachers' books and slides provide a complete background and introduction for non-specialists interested in the subject.

Chambers

11 Thistle Street Edinburgh EH2 1DG



Tous les jours

Michael J. Smith on the French way of life

La Circulation Routière. Le Tour de France. By Ellen Daffern. Blackie 70p each.

Sign Language. By M. R. Pearce and D. L. Ellis. Harrap 95p. 0 245 52645 5.

France. By Penrose Colyer and Claire Roe. Longman 75p. 582 20182 9.

Holidays in France. By Roger Savage. 0 245 52825 3. Crafts in France. Micklethale. 52826 1. Aquitaine 52728 1. Auvergne 52727 3. Alsace and Lorraine 52730 3. The Paris Region 52729 X. By Elisabeth Morris. Harrap Destination France Series 30p each.

Les Aventures de Jodelle. Schools Council. E. J. Arnold 36p. 0 560 00679 9.

Hand in hand with the extension of comprehensive education and with the consequent spread of the study of French to the lower ability ranges has come an increased need for materials in a less academic and more popular idiom, readers with more solid blocks of text and with more illustrations and books about France and the French which will be particularly suitable for students following courses in French studies, which may contain little or no linguistic element. Here is such a selection.

La Circulation Routière et Le Tour de France are the latest two titles in Blackie's "Bibliothèque de Travail". They have been adapted from a French magazine series, the vocabulary being based on *Le Français Fondamental: Premier Degré*. They are well illustrated with photographs, and each book ends with comprehension questions and suggested activities in French and English. In a review of some earlier titles in the series, I

French is not necessary and pupils are therefore not perpetually confronted by the recurrent mistakes which they make when writing original French. *An Choix* could be used as a classroom book, but would be particularly useful for individual work.

Multiple Choice Tests in German. By J. J. Stephens and P. Carrington. Teacher's Book 35p. 0 340 17617 2. Pupil's Book 65p. 0 340 17615 6. Tape £7 plus VAT. Hodder and Stoughton.

Multiple choice tests are increasingly in vogue, but unfortunately the availability of suitable material has not kept pace with the increase in this type of testing; and one therefore welcomes these new German tests.

In the preface to the teacher's book, the authors express the hope that their work will also provide material for teaching techniques and a source of vocabulary, and they envisage that teachers will not only administer the material in the form of tests, but also discuss it critically with their pupils, who are to be encouraged to realise that the wrong answers have been deliberately chosen by the authors "to make you think hard before you make your choice". There are six aural comprehension tests, 10 reading comprehension tests and, finally, two appendices containing specimen questions from AEB and JMB O level examinations. The varied aural tests involve conversations and longer narratives, and the pupils have to identify variously the speakers, the locations or a character's correct response in a given situation. The tape, of which the teacher's book carries the text, is of a high standard, with very clear voices and a variety of accents, which allows the pupils to hear the right degree of frequency.

In the pupils' book the rubric is identical to the German rubric on the tape, which could confuse pupils. The reading comprehension tests are also sufficiently varied to avoid any possibility of boredom. As well as the more usual types of story-situation, the material includes a horoscope, a weather forecast, advertisements, letters, marriage and birth announcements, a list of television programmes, a notice, a menu and "Identikit" drawings.

All the tests are graded, the earlier ones being more suitable for CSE candidates, and the remainder for O level or even post-O level work.

M.J.S.

questioned the wisdom of printing some words and expressions in the French text in bold type with a reference number against them: I still contend that this makes for jolky rather than fluent reading, and is not worth the advantage of finding the vocabulary list at the foot of each page instead of having to turn to the back of the book. This system can also encourage lazy reading.

The content, however, has the distinct advantage of being up to date and relevant, which is also the case in *Sign Language*. The authors make the point that the most obvious place for a visitor to France to be faced with reading is in the street, and that failure to understand the information may result in inconvenience, embarrassment or even injury. The book contains 110 clear photographs, consists of reading comprehension activities; for example, accompanying a photograph of a bus driver bearing the legend "Sortir. Montez l'interdit" is the question "You are hurrying to catch the bus, but find the doors closed, and you cannot get on. Do you hammer on the doors to attract the driver's attention? Explain your answer." This excellent work concludes with a vocabulary list of the less than obvious words highlighted in the photographs.

Again with the text entirely in English, the Longman book, *France* is one of a series entitled *Europe*, providing information on the people, geography, agriculture, industry and institutions of selected European countries. It is intended primarily for use with third or fourth year examination or non-examination classes following European or Area Studies courses. This volume, most attractively produced, is liberally illustrated with photographs, reproductions of posters, timetables and cartoons.

The Harrap books in the series

Destination France are also entirely in English and therefore suitable for similar classes. In terms of value for money (not a small consideration if ordering sets of 30 these days) Colyer and Roe at 75p is preferable to the 30p Harrap books, in which the format and the illustrations are inferior. On the other hand, the Harrap regional books may well prove to be essential prescribed reading for groups studying a particular area of France.

To say that these are all suitable for pupils in the lower ability ranges who may be following non-CSE Mode 3 examinations (or for an examination at all) is not to limit their value entirely to such students. Each would provide excellent background material for those following a language course: the Longman "One Europe" series does in fact boast a parallel series of books on the same countries but in the foreign language concerned, assuming a knowledge of that language of approximately O level standard. Each of the above books could also be recommended for a departmental library, and those in English would not be out of place if that department were teaching social studies rather than languages. In fact, the existence of such books raises again the question of the validity of our somewhat artificial subject divisions.

Les Aventures de Jodelle is a reader in comic-strip style with two colour line drawings; it is designed for 13 to 16-year-old pupils. It has previously appeared in separate episodes in the Schools Council French material "A Votre Avis" in the pupils' book for stages five, six and seven, but its use would not be limited to those who were following this course. It should appeal in particular to those whose principal reading matter is magazines and comics rather than books with more continuous blocks of print.

Meet the neighbours

Get to know France. By Ian MacDonald. 435 37555 5.
Get to know Germany. By Ian MacDonald. 38560 7.
Heinemann Educational 95p each.

Whatever the politicians may say, our country is now an integral part of the European Community, our strongest links being with France and Germany. Through these links have been distorted by historical aberrations, the political and economic future of Europe rests largely with the three major countries. In many ways schools and universities have always been ahead of politicians in the field of cultural links; hundreds of thousands of pupils and students demonstrate this annually by visits of varying duration.

It is therefore most appropriate that so many children as possible are made aware of the context of these publications.

Both books are closely balanced, consisting of just over 50 short sections, supported by basic questions involving the use of dictionary and atlas and, more important, discussion of many points with the teacher. Though the approach is simple, teachers using the books must be alert and knowledgeable.

Certificate Studies in Commerce. By M. Leafe. Book 1: Section A Textbook £120. 304 29349 0. Book 2: Section B Workbook 90p. 304 29350 4.

The author of *Certificate Studies in Commerce* begins his preface to the textbook thus:

"Although the general outline of a commerce syllabus does not vary greatly from one CSE Board to another, it is impossible to produce a textbook covering every point required to answer every paper set by all the Boards."

He is perhaps too modest: the student who has mastered Mr Leafe's book deserves to succeed in

Donald. These are more interestingly and colourfully illustrated than those by Heinemann—but then publishing costs have risen steeply since 1974.

Mr MacDonald's task is not easy. Within the confines of 90-page illustrated books of generous format, he aims to summarise not only the geography, recent history and economy of France and Germany, but also their way of life and culture. This formidable undertaking implies many omissions which immediately occur to those who have spent a lifetime concerned with French and German studies. This is not really the criterion, however, when judging the merit of these books. The fact that there is no mention, for example, of the 180 *Gesamtschulen* in Germany (though there is of the much smaller number of *Kollegs*) is that so many children as possible are made aware of the context of these publications.

Both books are closely balanced, consisting of just over 50 short sections, supported by basic questions involving the use of dictionary and atlas and, more important, discussion of many points with the teacher. Though the approach is simple, teachers using the books must be alert and knowledgeable.

Mr Leafe treats his areas of discussion in an interesting way; this is particularly important as his readers are likely to be in their teens. Economically over the years has earned the unfortunate distinction of becoming known as "the dismal science". These present studies in commerce should help to dispel that image. I particularly

Many of the questions posed will require advance preparation on the part of the teacher who, for instance, must know why certain French leaves are called *ficelle* and *bidard*, as opposed to the more commonly known *baguette* and *croissant*.

Similarly, the teacher may have to explain to those who have been to Germany the absence of any mention of *Federball*, when there are four questions on *Kegehn*, largely the province of the adult. Brief reference to the names of the most famous German football teams would have been appropriate. It should like to have seen specific mention of the *pendang*, without which the French way of life can hardly be contemplated.

Some of the "assignments" accompanying the sections presuppose very superficial answers, for example, "What is your opinion of the role of women in German society?" What is your opinion of Ho Chi Minh and General Giap? The illustrations are topical and relevant and both books have comprehensive reference sections at the end. The "Get to Know" books will justify their inclusion in schools' budgets.

Philip Lewis

Not the dismal science

The textbook extends to 152 pages and comprises seven chapters (on, for example, people, small firms, nationalisation and saving)—each of which is subdivided into smaller textual components. The workbook is similarly divided, in the compass of its 88 pages, to supplement and emphasise the points made in the textbook.

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I have just two suggestions for future editions. Dates often tend greatly to the value of an exhibit—eg on page 58 of the workbook—and page 22 of the workbook when Mr Punch became a public enemy, and Mr Leafe's references on pages 25 and 30 to limited partnerships—in practice very rare indeed—require substantial revision.

SECONDARY English continued from page 40

HAMPSHIRE

SOUTH EAST AREA

WATERLOO SCHOOL

Waterloo 102, Havant, Hants. PO9 5JL

(Comprehensive, mixed, 12 to 18, 1,500 on roll)

Applications are invited from suitably qualified and experienced teachers to teach English in the school for the year commencing September 1976. The school is a large comprehensive school with a strong tradition of excellence in English teaching. The successful candidate will be responsible for the teaching of English to pupils in the school. The salary will be in accordance with the school's scale of remuneration. Applications should be sent to the Headmaster, Waterloo School, Havant, Hants. PO9 5JL, by 15th June 1976.

Scale 1/2 for suitably qualified

Scale 1/3 for suitably qualified

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KIRKLEES METROPOLITAN COUNCIL

TEACHER OF ENGLISH (two posts) to teach in the school for the year commencing September 1976. The school is a large comprehensive school with a strong tradition of excellence in English teaching. The successful candidate will be responsible for the teaching of English to pupils in the school. The salary will be in accordance with the school's scale of remuneration. Applications should be sent to the Headmaster, Waterloo School, Havant, Hants. PO9 5JL, by 15th June 1976.

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CAMBRIDGESHIRE HUNTINGDON AREA

Ernuff School, St. Neots, Cambs.

Ernuff School was opened in 1971 and will eventually become an 11 to 16 form entry Comprehensive Comprehensive School. It is based entirely in new buildings and has developed a strong programme of community activities. The following staff are required for September, 1976—

Head of Music Scale 3

To lead a thriving department working in its own new well-equipped music suite.

English Scale 1

To teach mainly in the lower school. The subject is taught as part of an integrated humanities course in the first year.

Geography Scale 1

To teach Geography to 'O' level and Social Studies to CSE.

Maths Scale 1 and Scale 2

To teach modern mathematics (SMP) in a well-developed department.

Maths with Science Scale 1

To teach modern mathematics (SMP) with some Science which could depend on applicant's interests.

Science Scale 1

To teach Physics to 'O' level with some Chemistry or Combined Science in a well-equipped and developed department.

Fabrics Scale 1, Home Craft Scale 1, and Woodwork Scale 1

To join a team of specialists in the Design Department. Candidates will be expected to help initiate joint work and a broad outlook is required. The department will be housed in two well-equipped open-plan blocks.

Assistance given with removal expenses. Further details about these posts and about the school and application forms are available from the Headmaster on receipt of a SAE. With some posts it may be possible to offer some work in other subjects so candidates should indicate secondary interests in their applications which should be returned to the Headmaster by 23 April.

EDUCATION DEPARTMENT

COUNTY SECONDARY SCHOOLS SCALE 2 POSTS & ABOVE

Unless otherwise stated, for all posts in this section, initial applications (giving age, qualifications, experience and names of two referees) should be sent immediately, together with stamped addressed envelope to Head of School.

Arthur Terry School, Killoe Road, Sutton Coldfield B74 4RZ
Scale 2 or 3. HEAD OF BUSINESS STUDIES to teach Accounts to 'A' level and some Commerce with responsibility for oversight of the skills in this department.

Bartley Green School, Adams Hill B32 3QJ
Scale 2 or 3. Required for September—ENGLISH Specialist to take charge of new Library/Resources area and able to teach examination groups. Apply Mr. Gibbons, o/p Duddesdon Manor School, Great Franks Road, B7 4QR

Handsworth Wood Girls' School, Church Lane, B20 2HL
(a) Scale 2 if experienced. TYPEWRITING AND COMMERCIAL SUBJECTS AND/OR OTHER OFFICE SKILLS.
(b) Full-time teacher of HISTORY required September. Scale 2 post available for 'A' level work in HISTORY and/or RE.

Kings Norton School, Downlands Close, B38 8QJ
Scale 3. HEAD OF HISTORY to be part of team planning 6 i.e. school for 1978. Closing date: 7 May, 1976. (Readvertisement)

Shenley Court School, Shenley Lane, B29 4HE
Required for September: Assistant for NEEDLEWORK, 3 well equipped specialist rooms, O.S.E., 'O' and 'A' level courses well established. Scale 2 post available for candidate with suitable examination experience, but applications from probationers also welcome.

VOLUNTARY AIDED SECONDARY SCHOOLS SCALE 2 POSTS & ABOVE

Rosary R.C. School, Parkfield Road, B8 3AX
Scale 3. HEAD OF ENGLISH. This is a senior position in the school. The successful candidate will be involved in the overall administration. Closing date: 22 April.

Applications to Corresponding Governor, o/p school. There is a scheme for assistance with removal expenses.

BIRMINGHAM

Somerset

Special Schools

The Avalon School, Street
(Day Special School, 125 E.S.N. (M.) and 35 E.S.N. (S.) children)
Two teachers (one temporary and one permanent) to work in the senior area of the E.S.N. (M.) department. Scale 1 plus S.S.A.

Primary Headships

St. Michael's V.C. First, Minehead (Group 4) (4-9 age range)
Application forms and details (stamped addressed envelope) from Staffing (T) Section, Education Department, County Hall, Taunton TA1 4DY. Closing date April 21.

St. Gildas R.C. V.A. Primary, Yeovil (Group 5, 280 on roll)
HEAD TEACHER for this R.C. V.A. primary school who holds the Catholic Teachers Certificate or equivalent. Application forms and details (stamped addressed envelope) from Staffing (T) Section, Education Department, County Hall, Taunton.

Primary

Creesh St. Michael V.C. Primary, nr. Taunton (275)
Experienced teacher for LOWER JUNIORS with special responsibility for Music throughout the school. Scale 2 post available for suitably qualified and experienced candidate.

North Cadbury C.E. V.C. Primary, Nr. Yeovil (117)
Adaptable teacher, Scale 1, for TOP INFANTS. Music to be taught with a concern for good reading standards essential.

St. Decuman's C.E. V.A. First, Watchet (128)
ASSISTANT, Scale 1, to take 5-6-year-olds. Barwick County Primary School (101)
ASSISTANT, Scale 1. Temporary post for one year.

SOMERSET EDUCATION AND CULTURAL SERVICES COMMITTEE

Applications are invited, particularly from newly qualified teachers, for a small number of posts as assistant teachers, Scale 1. Successful applicants will be appointed to the Committee's permanent staff and will be employed in primary schools.

Application forms and details for this post (stamped addressed envelope) from Staffing (T) Section, Education Department, County Hall, Taunton.

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Application forms and details (stamped addressed envelope) from Staffing (T) Section, Education Department, County Hall, Taunton TA1 4DY. Closing date April 21.

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EDUCATION DEPARTMENT SCALE 1 POSTS

VACANCIES FOR SEPTEMBER 1976

Requests for application forms for Scale 1 Posts should be sent direct to the Head of the School, together with a stamped addressed envelope.

COUNTY SECONDARY SCHOOLS

Arthur Terry School, Killoe Road, Sutton Coldfield B74 4RZ (308 3300) (1,160 Mixed)
W.C. 1—Graduate preferred to teach some or all of the following subjects:—
LAW, ECONOMICS, GOVERNMENT and COMMERCE

Blarion School
Blarion Road, B25 8PY (783 3234) (720 Mixed)
E.S.C. 2—SCIENCE—PHYSICS
E.L. 1—FRENCH

Bartley Green School, Adams Hill, B32 3QJ (475 4970) (800 Mixed)
S.M.T. 2—MATHEMATICS

Erdington School, Kingsbury Road, B24 8RE (373 1080) (670 Girls)
E.M.T. 3—MATHEMATICS

Great Barr School, Aldridge Road, B44 8NU (360 3530) (1,700 Mixed)
W.M.T. 3—MATHEMATICS to C.S.E. 'O' and 'A' levels

Kings Norton Girls School, Selly Oak Road, B30 1HW (458 1305) (550 Girls)
S.G.S. 2—GENERAL SUBJECTS, especially R.E. Interest in Remedial work advantageous.
S.L. 2—FRENCH to 'A' level.

Lordswood Girls School, Knightlow Road, B17 8QB (428 2838) (700 Girls)
W.E. 2—ENGLISH

Moseley School, Wake Green Road, B13 8UY (777 1492) (1,530 Mixed)
S.E. 2—ENGLISH—Graduate preferred

VOLUNTARY SECONDARY SCHOOLS

Bishop Vesey's School, Salford Road, B74 2NH (384 2552) (810 boys)
S.E.C. 1—PHYSICS to 'A' level
Social Priority Schools Allowance

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INDEPENDENT continued

By Subject Classification

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Heads of Department

SURREY

Other Assistants

NEWCASTLE upon Tyne

SURREY

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For further information please contact the Principal (Dr Dunstan Kemp) or the Secretary (Mr Rae McIntock). Applications, including full details of qualifications and experience and the names and addresses of three referees should be addressed to reach the undermentioned, by 14 May, 1976:
The Secretary (Appointments),
Sydney Teachers' College

Music

Insights and oversights

Robin Maconie

Stockhausen's *Mantra* for two pianists, performed at the Queen Elizabeth Hall by the Italian duo, Bruno Canino and Antonio Ballista, was reportedly authorized by the composer and yet seemed to diverge somewhat from his usual style. It was curious to observe the two pianists behaving as though the work were a symphonic transcription by Busoni. When the piano tone is immediately seized by microphone and modulated into a hard, metallic consistency there seems little point in swooping at the keyboard like a terror. There is something to be said for presentation of course, but the kind of fastidiousness appropriate to a Stockhausen pianist seems limited, given the nature of the instrument, to the professional nonchalance of a Capo Kennedy moon-sat computer operator (as affected by Gérard Trémy, for instance), or the ceremonial watchfulness of a jazz musician, which, in the light of *Mantra*'s Japanese-style comic intrusions, seems more to the point.

If stage deportment is an important guide, how much more important is sound projection to our understanding of a work of this kind. Julia Rushby-Smith, who being entrusted with the balance of Stockhausen's *Kontakte* in the Open Uni-

versity modern music package, must be considered an authorized trustee of the composer's wishes, did well in balancing piano and modulated sound so that the latter never overshadowed the former (as it tends to on disc). But the price he paid for this discretion was a succession of pools of emptiness where the listener ought to be able to hear slowly dying reverberations.

The technical side of *Mantra* has still to be satisfactorily resolved, since enough. But until more scope is found for expressive dynamic variation—possibly by an arrangement whereby the louder the piano, the greater the number of speakers triggered into action—compromise must be the rule. When a signal is expected, the man at the controls must make sure, even if this means opening the potentiometers to the limit, that something is indeed heard.

Thomas Hartman, who appeared at the Purcell Room, is a young American guitarist in whom a scholarly devotion to the repertoire goes hand in hand with formidable technical gifts and a magisterial sharpness of observation, by turns revealing and witty. Such classic detachment is not generally associated with the orthodox late-

romantic concert repertoire, much of which asks to be played with a red rose clutched firmly between the teeth, but it makes for freshness.

Two difficult Villa-Lobos preludes, in an idiom normally regarded as soft and fruity, came across as muscular and youthful, places by Turina and the Venezuelan Antonio Laura were argued on their own considerable merits, not on a sentimental attachment to their folk origins. Britten's limpid but not particularly idiomatic *Nocturnal* (from which the composer ought to be persuaded to excise a great deal of open-string infill) contrasted tellingly with the assured eloquence and instrumental mastery of Reginald Smith Brindley's *November Memories*, receiving its first performance.

Offsetting this mainly contemporary selection, Mr Hartman included a selection from the Spanish Renaissance composer Luy's de Narvaez. Intense, concentrated, astonishingly skilful pieces, they seemed a little swamped by the artist's generous and proportionate and full-toned Plegia guitar, we were ready for a vihuela recital, if Mr Hartman or someone of his calibre would care to oblige.

And so, on Saturday, to the Ham-

mersmith Odeon to hear Tomita. I am no fan of Walter Carlos, much as I am fascinated that he should pick on J. S. Bach. Tomita, a Japanese composer whose recreations via synthesizer and Mellotron of Ravel, Debussy, Mussorgsky, and most recently Stravinsky's *Firebird* have generated a minority cult in the past few months, seems to me to be more (how much more certainly) than a constructor of barrel-organs. At its best the translation from orchestra to synthesizer is musical criticism of interest; the interest in this case being not only the quality of Mr Tomita's insights, but their origin in what still remains a largely alien musical tradition.

On the technical level, as a stage demonstration of abundance and clarity, there is not all that much. His vocabulary of sounds is meagre, quadrophonic choreography apparently random, and production aesthetic Hollywood chic. What holds the attention, however, is the artist's generous and proportionate and full-toned Plegia guitar, we were ready for a vihuela recital, if Mr Hartman or someone of his calibre would care to oblige.

And so, on Saturday, to the Ham-

The technique works less well for Ravel and Debussy, whose instrumentation is pictorial already, than for the two Russian masters, in whom timbre is the servant of gesture and character. In this, of course, they have much in common with traditional Japanese music, and Tomita emphasizes the written distinctions of instrumental character in such a way as to suggest not only that this is how a Japanese might hear the music, but also the composers themselves. This is no trivial achievement, however commercialized the result.

I shall not easily forget Tomita's version of the *Firebird* Berceuse, in which the lullaby is given to a male vocalist. Did Tomita know Stravinsky's father was a bass in the St Petersburg Opera, and that the father and son did not get on with one another? Even if he did, the substitution of voice for bassoon shows penetrating intuition. I had always regarded the lullaby as predictable and rather tawdry. Tomita's setting, sounding like a memory of the father singing to his child, is simple and direct, like a gesture of reconciliation of quite extraordinary poignancy. Purely by chance, perhaps, but such chances are only granted to the faithful. We shall hear further of Mr Tomita.

Theatre and Education

Carry on Cain

Peter Fanning

Who is it for, this school play business? Who benefits in the end? It is a question which anyone might well ask, locked in the darkness of Wapping, Greenwich, or Amelia Wilkinson murders herself with a papier maché asp from the home economics department.

Is it for Mum and Dad, sitting proudly in the third row? Then the show must be interesting enough to keep Dad awake. Or is it an ego trip for the drama teacher? If so, he must be kept in check; if he wrote the play, it must be acceptable, heavily cut and then produced by someone else. The home economics department may imagine that the sole aim of the production is the glorification of home economics, and that the series of "Carry on" considerations are tacitly understood if not actively preached.

But the thought occurs that the school play just might be staged

for Amelia Wilkinson and thousands like her. And so long as she gets something from the lengthy, often tedious play, then all shall be well. It is a point of view worth holding onto as a drowning man clutches a straw, when other, often more valid, achievement and audience involvements fail.

Talk: *Halfpenny up the Mountain* at Clapham County School. This homegrown opera has a feeble plot, limp, palatable music and was produced without a spark of imagination. The text is a string of pre-war clichés of the "Angels-you're-a-brick" variety—only not so funny. And glued somewhere in the middle of it all lies a vague patronizing moral. And yet, the children sang in tune. Talent lay hidden but it was there all right and everyone seemed to be enjoying themselves. Well done Amelia. Carry on.

Christ's Hospital's *Cain* by John Mason and Craig Pruss is a "modern mystery play to rock

music"—and the longest school play I have ever seen through. This hour marathon was staged in Christ's magnificent theatre—a cross between the Elizabethan Globe and Wembley Ice Rink—and it felt like watching "Paradise Lost" or the Ring Cycle and Carl Orff's *Die Töchter des Menschen* all at once. A cast of thousands enacted the biblical story of Cain and Abel and the Tower of Babel—and much else besides.

Cain was an outstanding technical achievement. Two paragraphs can hardly do justice to such a vast and complex work, with sprawling ideas, flashes of genius and barren wastes of emptiness. Moments like the transformation of Cain, from an arrogant boy to a bundle of skin and bones amidst the droning desert riles; the simplicity of Abel's music; the violent percussion as his brains are beaten out; high rippling water in the desert; the chilling arrival of the Children of No Man and their

pantomime camel; the mindless chorus of the Babylonians and the final cataclysmic destruction of the Tower—all demonstrated a richness and variety which few schools could match.

Much of the crowd work was based on simple drama exercises—machines, mirrors, etc.—and one could not help wishing that more schools would develop productions like this. If *Cain*, like the Tower of Babel, was crushed by the weight of its own colossal hubris, well, good luck to Christ's Hospital for having had the nerve to try.

It was presumably with a view to involving the maximum numbers that Epsom College decided to perform *Paradise Lost* without cuts—a pity since the play, as presented, was able and the comedy is not. The performance would have been livelier by a brisker pace and a bit more brimstone from the effects department, together with some basic training in exits and en-

trances. But the acting was competent and intelligent. Garin Cyprien admirably sustained the taxing central role, and the vocal fireworks of Faust's final hour made up for a good deal.

Meanwhile, Open University students had a rare opportunity to see one of their set books performed. The de Lacey School of drama staged *Sweeney Agonistes* and the tireless Stanhope Theatre Company offered *The Changeling*. This was the Company's final performance before moving to new premises and their director, Noel Howard, made effective use of the present cramped conditions in a powerful rendering of this bizarre revenge tragedy. Finally, still among the large cast classics, *Romeo and Juliet*, at Lutyens. Upper was undivided "as it might have been, but alive with exciting bravos and a strong Mercutio. Only "two hours traffic on the stage?" Do not believe a word of it.

Opera

Songs for a secret drama

Patrick Carnegy

As well as Menotti's *Maria Golovin* (reviewed in TES last week), London's recent Camden Festival brought us Sheridan's *The Duenna* with its original music (edited by Roger Piske) by those highly accomplished eighteenth-century theatre musicians, the Thomas Linleys, father and son. It seems that *The Duenna* has not been given with its proper music in London for over a century; its revival by Opera de Camera was a major theatrical event.

The *Duenna* is principally a comedy, enlivened by songs; it would be missing the point to complain, as some have done, that there is too much "dénouement", especially when it is as witty as Sheridan's. The music plumbs the depths of character, nor does it advance the drama—and indeed it could certainly never have done that in *The Duenna*, for the Linleys saw only the lyrics and were kept in the dark by Sheridan about the plot, which tells how a daughter gives her silly old father the slip. This strange embargo was imposed for the very good reason that, Sheridan had barely been forgiven for himself

eloping with Elizabeth, the elder Linley's eighteen-year-old daughter, only two years before.

The enormous profits earned by *The Duenna* for Sheridan and the Linleys aided their reconciliation, the only loser being Elizabeth, who had been the most promising soprano in England. Fearing for her morals, her father had confined her to a nunnery. Sheridan, fearing even more, caged his golden bird and she never again sang professionally.

But she was allowed to help her virtuous husband choose the English rounds and madrigals, Scottish airs and Italian arias which she cobbled together with nonchalant facility by her father and brother. And all so that those singers who had wondrously thrown away their good name might find it again by taking up some small worldly favour with their moral superiors in the stalls.

Thankfully leaving morality to the eighteenth century, it can be reported that Opera de Camera's production (William Ryston, designs by Bruno Santini) was a virtually unqualified aesthetic success. Linley, Friend conducted, and the singers

made almost as much of their spoken lines as they did their songs. There were particularly beguiling performances from Kate Flowers and Elizabeth Gale, Keith Lewis and Kenneth Bowen, with John Gibbs and Sheila Rex strong in the character roles. The tenor, John Fryatt, was wickedly funny as the villain, "cunning Isaac, cunning rogue"—the conspiratorial vanity of a "Portuguese Jew" was conveyed in accents which suggested nothing so much as the injured prophetic blast of that honourable Aryan, Mr Enoch Powell.

At Cambridge I caught up with Kent Opera's *Don Giovanni* on tour. The tired-looking production crowded the action to the front of the stage and although the ladies put up a brave fight in their cruelly taxing roles, only the Don (Robert Bateman), Leporello (Thomas Lawlor) and the Commendatore (John Trantner) seemed confident and truly at ease. Roger Norrington's conducting veered between romantic idiosyncrasy and roughish pendency, especially in his tempo for the ensemble. I gather that Kent Opera's *Magic Flute* (also, by the way, more inspiring).

On the east side

Leonard Quart on "Hester Street"

In the main, American films have scrupulously avoided dealing with the realities of American history (except possibly for the settlement of the West). The whole epic of immigration has rarely been touched on—some pish-pish, a sentimental, a few ethnic stereotypes—superficial trappings devoid of the distinctive consciousness and tradition of a people confronting a complex and radically new social environment. Of course, Hollywood has merely sticking to its successful formulae and strengths of the immigrant and the tensions of acculturation, would never receive financial backing.

During the past few years, two films, *Goldfischer II* and *Hester Street*, have gone beyond the usual immigrant clichés. While *Goldfischer II* uses an epic style to evoke the physical texture and mythic elements of the Italian immigrant past, *Hester Street*, a low-budget first film, focuses on the Jewish lower east side, and on the process of becoming an American. It is based on the first novel (Yekl, written in 1896) of Abraham Cahan, editor of the most powerful and successful American Jewish newspaper, the *Daily Forward*.

The film is slender and schematic; depicting the almost inevitable fall

of Jewish immigrants to the sheen of Americanization. Yekl, a crude garment worker, hangers to become a "real Yankee". When his bewitched, greenhorn wife, Leif, arrives from Europe, he is overwhelmed with revulsion and flees to the more worldly Mamie. Divorce follows, and Gittel (played by Carol Kane) also dares the American way, and squeezes Mamie out of her savings.

Hester Street is not an ambitious work, with its unadorned direction, its simply charming characterizations, and its limited view of the immigrant past—no Jewish socialists, assimilated Jews, Jewish socialists, assimilated Jews. The interviews on cassette is an extra. The readings are selected to compare sociological and cultural perceptions of family life and to reflect love, drudgery or tension. The readings are selected to compare sociological and cultural perceptions of family life and to reflect love, drudgery or tension. The readings are selected to compare sociological and cultural perceptions of family life and to reflect love, drudgery or tension.

UPPILTS 1.50

ETV/Films

Frances Hill and Cherida Mares on films from the ILEA ETV service

Streets, offices, workshops...

In the past seven years the Inner London Education Authority's educational television service—the largest in Europe—have produced more than 300 schools' programmes. Two of these are now nationally available from the Service's newly-appointed distributor, Guild Sound and Vision Ltd, who eventually intend to include most of ILEA's titles in their film library. Some are already available from Concord Films (see below).

The programmes available for purchase or hire come from three series—*Streets*, *Offices*, and *Workshops*. *Streets*, aimed at the upper secondary level, contains a series of 16 films, *Offices* for Today—Office Practice, for business studies courses, Guild Sound and Vision have chosen these series as particularly suitable for testing the market since they have national, and even international, appeal.

The series can be bought on film and video cassette, and hired on 16mm film. Guild Sound and Vision will take another three ILEA series in three months' time, and then gradually to build up their stock of ILEA titles.

Walking Cats and Dogs is one of the five programmes in *Streets* Series, which encourages young children to observe what is going on around them in an urban environment. Using film, still photography and drawings, it shows the effects of different weather conditions—rain, wind, snow and sunshine—on the appearance of ordinary objects and the behaviour of birds and animals.

The programme packs a great deal of material into its 16 minutes, keeping up a lively pace without losing sight of much information too. It is a very good film, and a good one for the young audience.

The "weather" theme is developed halfway through, for a closer look at the birds and animals in towns. It is a very good film, and a good one for the young audience.

and issues for the seventies

Two pupil access programmes are particularly interesting. One was shown last term and one will be shown next term. ILEA schools were offered five minutes of television time in which to interpret themes of prejudice or protest. The method was left to the schools and they were given full technical support.

Despite the limitations of the short time, some of the items show that children have a real understanding of the creative and communicative potential of television, as well as a surprising competence in the conception of straightforward documentary, dramatic or musical productions.

Alone, a short film from Hackney Downs School, is a silent statement about alienation in a city. It shows remarkable confidence and control. The theme of prejudice provoked several items on racism, each with a different approach—rational, emotional or provocative. Other groups explored the environment of their schools or gave impressions of historical topics, illustrated with art work, or wrote and acted out contemporary plays. Copies of the pupils' access programmes are not yet generally available, but would be a useful encouragement or critical study for other pupils using television equipment themselves.

Teachers have found that *You in the Seventies* gives the sort of help young people need in understanding the process of growing up in a complicated and demanding world. The series also provides a framework within which teachers can work with the technological society, the social sciences, and the arts. Although at times there is a tendency to overemphasize certain points, this does not lessen their dramatic impact or

Television

Unexpected cogency

Christopher Griffin-Beale

The television studio discussion is a notoriously unreliable forum for enlightenment, so the unexpected cogency of BBC 2's discussion on teacher-training last Friday, *Marjory to What System?* was most welcome. The discussion followed the outstanding play of the same name about a graduate teacher's uncompromising confrontation on final teaching practice, but the five well-chosen speakers from the profession—under David Jessel's able chairmanship—alluded only briefly to that specific situation and ranged much more widely.

Michael Marland, head of Woodberry Down Comprehensive, London, and Terry Casey, secretary of the National Association of Schoolmasters, agreed that standards among new recruits to the profession needed to be higher, though Professor Maurice Kogan doubted teachers could ever meet society's excessive expectations.

The strange alliance continued. Educationists and trainers, Marland suggested, had been neglecting the core of professional skill, the craft of coping with a whole class. And Casey criticized the concentration in training on an imaginary "figurement", the individual child, when the teacher would only be encountering children in groups. But James Porter, principal of Dul-

merche College of Higher Education, insisted individual children do matter: students can usefully learn about treating them as such. Casey derided the belief that education could effect substantial social change. Marland felt young teachers must recognize the profession as a matter of mundane, yet "realistic" teaching. Porter argued for a kind of training, centred on students' own classroom practice, encouraging them to build their own theories of teaching upon this practice (an approach already applied in some primary courses, though this was not mentioned). Porter agreed that schools—and their teachers—should play a much greater part in training, as the James Committee, of which he was a member, had recommended.

The discussion concluded with general optimism about the future, but was not without a touch of pessimism about the impact of the education cuts.

Child's-eye view

Being a Child (11.00, London Weekend, began April 3) comprises 13 programmes exploring children's development for parents and a non-specialist audience, though specially illustrated studio interviews with a different expert each week. With such a frugal, seemingly under-budgeted format, it might seem rash for London Weekend Television—even with director Peter Morley, who's major documentary series—the *Mountain* series—to venture into a field already so extensively traversed by the continuing BBC television strand *Parents and Children*.

However, simplicity of format need be no criticism, if skilfully and appropriately handled. Gillies series seems redeemed by Gillies' unassuming, engaged, yet unassuming and unobtrusive, inserting occasional, but not excessive references to her own children (as one would in an ordinary conversation between a mother and an

expert); and in the first programme on a baby's first year by the sympathetic clarity of consultant paediatrician, Dr Desmond MacCarthy. Basic questions are simply answered with a relaxed naturalness concealing careful investigation.

The programme still lacks sufficient visual illustrations, yet when they come, they are apt—in the first programme, for example, were Dr MacCarthy's instant sketches to demonstrate a baby's changing posture, and film demonstrating authentically how babies' wandering eyes lock fixedly on to their mother's face the moment they suck on a nipple.

In the second programme next Sunday the expert is Dr Aron Benveniste, a consultant psychiatrist at a children's hospital. He will discuss how a child discovers his inner feelings—and pursuing the series' practical emphasis—what is needed for the satisfactory development of both the child and its parents.

Films from the Tower

Sue Lynas

Films from Tower of London education programme 11 minutes, colour.

Available for hire from Central Film Library, Government Building, Bromyard Avenue, London W3 7JB.

Arms and Armour is the first series of films produced by the Central Office of Information for the Department of the Environment as part of the Tower of London education programme. The armoury is an obvious source of film inspiration since there is great interest in seeing the weapons in use while it is impossible for visitors to try them out.

The series contains four films and the two completed, *The Art of the Bowman* and *Early Firearms*, the former is more striking by virtue of the skill and sheer strength of the archer. So complicated were the mechanics of firing the first primitive guns, that there was no question of aiming.

The archery film concentrates on the "crooked stick and grey goose" of the longbow. Roger Ascham's five principles—standing, kneeling, drawing, holding, loosing

—are demonstrated and the use of the various arrowheads, such as the vicious looking crescent head, is explained. For comparison a cross-bow is loaded and loosed.

In *Early Firearms* the history of the gun is traced from the fourteenth century yao cannon to the development of the three main ignition systems, the matchlock, wheellock and flintlock. Firing sequences are shown in slow motion. The droll description using contemporary drawings of the "clanking, rattling, smoking" musketeers is a far cry from the popular Hollywood image of dashing swordsmen. Both films make effective use of contemporary illustration—Assyrian archers, Greco, Agincourt, Da Vinci's sketch of a wheellock. The actual weapons are beautiful. What skill the musketeer lacked is compensated for by the craft of the gunmakers.

The films have useful teaching notes by Peter Hammond, HM Tower of London, and could serve all levels of the secondary school history. However, both teacher and student must make a selective approach to the commentary which, especially in *Early Firearms*, is too dense, certainly for a single view-

Briefings

Radio and TV
Open University

1944 and After (Sunday, 10.35, BBC 2)

A discussion between Lord Boyle, Jennie Lee and Bob Bell about selection of the consequences of the Butler Education Act, comprehensive education and its development in tertiary education.

Reading Activities with Young Children (Monday, 07.05, BBC 2)

Looks at reading activities in one classroom. Classroom Interaction (Tuesday, 07.05, BBC 2)

Film: two secondary school classrooms, the traditional closed classroom in use for a geography lesson and the open plan project centre, where staff and pupils are studying man and materials.

Picture Making (Saturday, 10.00, BBC 1)

A series for people who would like to paint but have never had the courage to start. Shows 10 people who start by painting a flower, then a landscape, then a full-scale landscape.

The Native Americans (Sunday, 23.00, BBC 1)

Ten films each containing unique material on, for example, alligator wrestling, the Blackfoot rodeo and dramatic dances. Aims to trace the history of 20 of the major Red Indian tribes.

The Craft of the Potter (Monday, 19.05, BBC 2)

Five potters with differing specialities are seen at work during this series. This week Mary Rogers demonstrates hand-building and potter Michael Casson talks about the properties of clay and how to prepare it. An exhibition at the British Craft Centre is being held in conjunction with the series. Middle East (Tuesday, 19.05, BBC 2)

Attempts to unravel some of the contradictions of the Middle East by looking at its historical background. Subjects include religion, the status of women, oil and the Arab/Israeli question. May 1: *How the Pleasure?* (Tuesday, 23.00, BBC2)

New series tracing the development of dancing in the west contrasts a twelfth-century version of dancing in a circle with a VE Day version outside Buckingham Palace. Language Transfer (Wednesday, 18.30, Radio 3)

A half-hour programme advertising the Further Education language series scheduled for the summer. Looks at *Enimagine* which begins on April 21.

Pinbow States School (Tuesday, 16.50, ITV)

Rainbow is devised for children under five who have never been to play group or nursery school. This special documentary follows a little girl on her first day at school and aims to allay fear.

The Health Show (Thursday, 19.05, BBC2)

Terry Wogan and Dr Miriam Stoppard present these 10 programmes. He is the guinea pig and tries everything from saunas to massage. She comments on the physiological value of his "sacrifices".

Film

The Curiosity that Kills the Cat, a half-hour colour film sponsored by the National Anti-Vivisection Society and their Dispatch League, won the British Academy of Film and Television Arts award for the best specialized film of 1975. The film shows the extent to which live animals are used in research: animal breeding for vivisection experiments involves a multi-million pound business. It also shows animals being used for testing cosmetics and in non-medical research. The film was shot mainly in research and animal breeding establishments in Europe. Alternatives to the use of living animals for research are suggested. "The curiosity that kills the cat" can be bought or hired from British Films, 35 Dean Street, London W1.